CONTENT ANALYSIS OF FOURTH GRADE ARABIC READERS

AND CHILDREN'S READING INTERESTS

by

Adele Hamdan Takieddine

Submitted in partial fulfillment of the requirements
for the degree of Master of Arts
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ABSTRACT

This thesis is based on the following assumptions:

Reading is an important skill which needs to be developed early in the child's educational life. Its improvement and perfection demands that the child should read widely and consistently. In order to establish a genuine desire within the child to read, the reading material needs to be interesting and related to the child's immediate environment and experiences.

The school reader constitutes one of the earliest sources of reading materials to which the Lebanese child is exposed. In many instances the child is provided with no other types or varieties of reading.

The factor of interest is thus considered to be a significant one in establishing desirable and consistent habits of reading, making the whole approach genuine and the consequent improvement of the reading skill a natural one.

For this reason school readers were chosen as the basis of the present study.

In this study two main approaches have been used in the study of children's reading interests. These are:

1) A content analysis of nine school readers used at the fourth grade level.

2) A questionnaire study of fourth grade children's reading interests based mainly on their school readers. A part of the questionnaire dealt also with the children's outside voluntary reading interests.

The Procedure :

1) A content analysis was made of nine readers chosen on the basis of wide use by elementary schools in Beirut. The nine readers contained a total of 414 stories or selections. Every story or selection in each of these nine readers was analyzed in terms of the four main categories namely : the Leading Character in the story; Leading action or main content; and the Positive or Negative Theme of the story.

2) A study of children's reading interests which consisted of two parts was made : the first part which constitutes the major portion of the study dealt with content of stories chosen by children from their readers   as liked or disliked. The second part sought supplementary information in regard to leisure reading outside the school readers.

The subjects were 207 pupils of the fourth elementary grade representing both sexes and chosen from private and government schools in Beirut.

In presenting the results we have dealt only with those findings which show statistical significance at the 5% level of confidence or better.

The findings of this study show definite trends in the choices of the children with regard to liked or disliked stories. For example, stories containing leading characters such as authority figures, family characters, simple characters and humorous characters are liked much more often than disliked by the children. It is therefore believed that in the future preparation of readers if more of these leading characters are included, the readers will be more liked by the children and more appealing to their interests.

Conversely the leading characters appearing in disliked stories are : religious characters people of other lands; and animals. These could be minimized, but in those cases in which there is a high frequency of likes as well as dislikes, which is often true of animal stories, it is possible that the manner of presentation is responsible for the disliking of such stories rather than the subject matter per se.

The leading contents appearing in stories frequently chosen as liked are school life, farm life, patriotic behavior, intelligent solution of problems, and humor. It is recommended that since these are much favored by children that they receive more attention in the preparation of readers. The contents appearing in disliked stories are cruelties,

torture and war, tricky behavior, and disapproved acts. These obviously could be minimized or eliminated from school readers.

Among the positive themes liked best are humanitarian and good social relations, and approved personal characteristics. At the same time these represent desirable values in the Lebanese culture. Hence their high frequency of inclusion in readers serves a double purpose of promoting interest in reading and instilling desirable social and cultural values in the children.

Appreciation and knowledge are positive themes which appear often in disliked stories chosen by the children. However, they also have a high frequency in stories chosen as liked. The probable explanation for this result is that the manner of presentation may be a factor contributing to the children's dislike for such stories.

A negative theme appearing often in liked stories is disapproved social behavior. The liking here lies not in the disapproved behavior as such but in the consequences which such behavior brings.

The children were unable to recall many stories they disliked which indicates one of two possibilities, namely either a lack of a critical attitude or a greater liking than disliking for their readers.

The School Readers show a tendency to have a high frequency of a few types of contents and very low frequencies of others. At the same

time children tend to be influenced in their preferences by the availability of material in the readers. It is therefore believed that the readers should include a wider variety of contents avoiding high concentrations in a few areas. This is desirable in order to meet more efficiently the reading interests and needs of different children.

The results presented above were further confirmed by a more direct comparison between the contents of stories chosen by children in three schools and the contents of the one reader used by the fourth grade in these schools.

The results of the comparison of the children's preferences as determined by sex indicates no major differences which warrant attention. Similarly the comparisons between the preferences of children of different social classes do not show major differences.

In conclusion, it is believed that the findings reached in this study can serve as a basis for the future preparation of school readers which will be more interesting and appealing to the fourth graders. If such readers are prepared it is believed that they will result in more successful reading experiences which will be conducive to improvement in reading skill - one of the major aims of education.

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CHAPTER I

INTRODUCTION

A. Statement of the Problem

Reading constitutes a basic skill in the child's total education and thus needs to be developed early in his educational career. It is a skill which can best be improved and perfected through regular and consistent habits of reading in a wide variety of reading material. In order to help establish regular and consistent habits of reading in the child, there should be a genuine drive for reading, an intrinsic desire within him to seek reading material willingly as a source of personal satisfaction. The basic assumption of this study, therefore, may be stated as follows: In order to establish and maintain within the child a genuine desire for and an intrinsic love of reading, the reading material must be of immediate interest to him. It follows that it should be related to his immediate environment and his everyday experiences. Improvement in the speed and comprehension of reading is expected to follow naturally.

This study is concerned primarily with discovering the reading interests of Lebanese children at the fourth grade level, as revealed by their choice of liked and disliked stories and selections available in their school readers. The findings, it is believed,

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will serve to guide those who are concerned with the preparation or selection of children's readers so that the most appropriate material may be produced and used.

There is a great felt need among educators, teachers and educated parents in Lebanon and the Arab countries, for children's reading books in Arabic. Books that are based on objective research and scientific study in this field are almost non-existent. The few books available are either translations from French and English children's books, or are written by people who have depended heavily on subjective observations in judging what might be of interest to children.

If schools are to choose reading books which will be eagerly sought by children, scientific studies of children's interests at every age level should be important guides. It is not intended here to minimize the importance of the children's books now available, but unless studies such as this one are conducted, there is always room for doubt about whether a particular book is among the poorer or the better ones available for the purpose of developing reading skills.

B. Method of Approach

The specific research steps followed in this study were as follows:

1) A content analysis of some representative fourth grade elementary reading textbooks in Arabic was made in order to describe accurately the content of these readers.

2) A questionnaire to children of the fourth grade was adminis-
tered in order to discover their free choices of liked and
disliked stories in their readers.

3) A comparison between the content analysis of the school rea-
ders and the content analysis of the children's free choices
of selections from their school readers was made in order to
discover areas of agreement and areas of difference.

4) An investigation of sex differences in the reading interests
of the sample was conducted.

5) An analysis of the interests of the same sample of school
children was made to determine whether differences may be
ascribed to social class. The assumption made here (based
on information made available from the questionnaire itself,
through personal observation and through interviews with the
principals of the schools studied), is that private schools
have, on the whole, children of the middle and higher middle
classes, and the government schools have mainly children com-
ing from the lower social class (see Appendix A describing
the sample of private and government school children).

6) An analysis of children's reading interests based on their
leisure reading and not specifically on their school readers
was also made. This provides:

   a) the children's expressed ideas concerning fear-arousing
   themes or stories which they have encountered in their
   voluntary readings,

b) a list of leisure time stories or books listed in decreasing order of frequency of mention by the children. This list may be useful to anyone who wishes to know what kind of voluntary reading is most popular among children of this grade and age range,

c) information regarding the length of story preferred by children of this age range, and

d) the names of the books they would most like to be given as presents.

Two important features of children's reading material are the content of the reading material (i.e., the subjects and themes dealt with), and the style used in writing it. The content of a story or selection can be liked because the style in which it is written and the language and words used make it interesting and easily comprehensible. On the other hand, the style can be smooth and enticing, but the child may find it uninteresting because it does not deal with the things which appeal to him.

This study is concerned primarily with the content of children's reading material. This arbitrary selection is made for the purpose of dealing thoroughly with one of these two important features of children's literature, since each could be the subject of a major study in itself.

CHAPTER II

SURVEY OF RESEARCH STUDIES OF CHILDREN'S

INTERESTS IN READING

The importance of reading in education, formal and other-
wise, cannot be overemphasized. This importance is well revealed in
the numerous research studies and investigations in this field dat-
ing back to the middle of the last century. Educators, school tea-
chers, psychologists and authors of school readers and other child-
ren's books in the West have for a long time shown considerable con-
cern regarding children's reading and the improvement of the reading
skill in order to help children cope with the increasing demand placed
on them for reading both in and out of school.

Early investigations. In Europe, mainly in France and Germany,
the early scientific investigations in reading date back to 1850. They
relate mainly to the physiological basis of the reading process, namely
visual perception and eye-movement in reading. In England and America,
a few studies on reading were carried out between 1884 and 1911, but
after that date interest in reading as a research problem rose consi-
derably, and extensive research work was carried out relating to the
problem of reading. As in Germany and France, the great majority of
these early investigations in reading concerned itself with problems

in the psychology and physiology of reading. "Other problems which were studied prior to 1911 related to children's interest in reading, vocabulary tests, rate of adult reading rythm in oral reading."[1]

Investigations of readings interests of children give results relating largely to the following topics: "amount of independent reading among children, children's preferences for prose, the types of books and magazine articles preferred, the qualities or elements that determine interest, and the factors that influence children's preferences."[2]

Independent reading. With regard to "the percentages of children who read independently, and the number of books, magazines and newspapers which they read, Votrovsky obtained statements from 1269 pupils of Stockton, California, as to whether or not they secured books from the public library." Her results showed that "the percentage of both boys and girls who used the library increased quite regularly from nine to eighteen years of age".... "that a larger percentage of boys than of girls under sixteen used the library, and that after that age more girls than boys used it." [3]

Prose vs. poetry. Research studies of children's preferences for prose show that children prefer the latter to poetry. Mackintosh in 1924 and Dunn in 1921, both found that "children prefer practically every other type of literature to poetry." Wissler in 1898, "secured reports from 1,950 elementary-school pupils concerning the selections which they liked best in the reader of the previous grade. The replies show a decided preference for prose."[4]

Jordan in 1921 "submitted a questionnaire to 3,598 pupils ranging in age from nine to eighteen years. They were asked to name the

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[1]Gray, W.S. Summary of Investigations Relating to Reading. The University of Chicago, Chicago, Illinois, 1925, p. 5..

[2]Ibid., p. 158.

[3]Ibid., p. 158.

[4]Ibid., p. 160.

five books which they had read that they liked best. Among the girls, books of poetry constituted 3 per cent of the total number of choices."[5] The boys showed an even smaller preference for poetry. However Uhl in 1921 reported a study more favorable to poetry indicating that children showed dislike for specific poems rather than poetry in general and showed much interest in special poems.

Content preferences. Early studies of the types of books preferred by children were carried by Wissler in 1898 through the questionnaire method. "The question which he submitted to elementary-school children" was: "If you were taken to a bookstore and told that you might select just one book for your own, what would you take?" His results showed that "fiction, poetry, history, and biography were among the preferred classes."[6]

In 1921 Jordan published a summary of ten questionnaire studies of the interests of children in reading....two studies based on observation and experiment, and one study based on library withdrawals. The results of these studies varied with communities and with the conditions under which they were made. Nevertheless, they suggested certain general tendencies. These were summarized by Jordan as follows: '"Both boys and girls read more fiction than anything else and like it better. In nine cases out of ten girls read more fiction than boys. Whenever this fiction has been analyzed, there is a general concurrence of opinion that boys prefer fiction of adventure;... that girls, especially in the lower grades, like stories about children like themselves...."'

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[5] Ibid., pp. 160-161.

[6] Ibid., p. 162.

("The interest of girls in travel, adventure, and science is almost neg-
ligible. Boys often show a real liking for history, sometimes as early
as in grade IV. Many boys give history as a first choice. They dis-
play very little interest in books on travel or science, though more
than girls!"[7]

"Jordan secured information from 3,598 pupils from nine to
eighteen years of age concerning the books and magazines which they
like best." His findings give the following conclusions: "(1) Boys
and girls differ notably in their interest in both book and magazine
reading. (2) Boys are most interested in adventure and girls in fic-
tion. (3) Interest in fiction increases rapidly from nine to eighteen
years of age in the case of both boys and girls. Juvenile fiction in
books, however, declines rapidly in popularity between the ages of
nine and thirteen; in magazine reading the decline is mot rapid after
the twelfth year. (4) Boys begin to acquire interest in science bet-
ween the ages of nine and eleven; their interest in current events
increases rapidly from nine to eighteen years of age, and their interest
in adventure begins to wane after the thirteenth year.... (6) Boys and
girls are alike in their failure to choose to any large extent books
on science, information, travel, biography and history, and magazines
on humor and nature."[8]

Informational reading preferences. Uhl carried out an investi-
gation in 1922 to discover the interest of elementary school pupils
in informational reading selections. "Eighty-two seventh and eighth-

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[7]Gray, W.S., op. cit., pp. 162-163.

[8]Gray, W.S., op. cit., pp. 164-165.

grade pupils were asked to read a series of selections from Lessons in Community and National Life and to report in writing whether or not they liked them, giving reasons for their judgments. The reports showed almost unanimous interest in these selections."[9] Uhl found that the selections which he used were far more popular than informational selections in readers. "Uhl concluded that 'the newer informational passages are as popular' as are any of the superior passages reported by teachers, that lack of interest in informational material in readers 'may be due to the form in which it is written rather than to lack of interest in informational content,' and that 'informational selections for use in school should be written especially for the pupils and not culled from master-pieces written for the use of adults.'"[10]

Factors Influencing Reading Preferences. The factors taken into consideration by investigators in studying children's reading interests have been mainly, age, sex, intellectual ability (gifted, average and dull children) and race differences.

In 1925 Jordan carried out a research study similar to the one he carried out eight years earlier in 1917 in which he sought the reading interests of boys and of girls between the ages of 10-13 years. He used two main approaches: 1) investigations in eight public libraries in New York and in nearby cities to find which books were most in circulation among children, observations of children using these libraries and the books they drew out, and which books they repeatedly

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[9] Ibid., p. 165.

[10] Gray, W.S., op. cit., p.165.

asked for and waited for in line often for an hour or more. 2) a
questionnaire study asking children to write down a preferential list
of books and magazines which they liked reading best. Jordan gives
lists of the books preferred by boys and those preferred by girls. He
gives the following conclusions: The reading interests of boys bet-
ween the ages of 10-13 "take three definite paths: 1) war and scout-
ing; 2) school and sports; 3) adventure of a more peaceful sort in the
great out-of-doors, best exemplified by the boy scouts.... History is
preferred in story form."[11]

"Girls interests in reading are principally concerned with fic-
tion which portrays a) home; b) home and school; c) school; d) fairy
tales; e) stories with historical background; f) love. Except for a
few books on cooking, crocheting, dramatics and poetry; girls fail to
show interest in non-fiction."[12]

According to Jordan "the sex difference in the interest in
reading is most marked. Girls and boys read almost entirely different
books."[13]

In 1933 the Research Division of the National Education Associa-
tion investigated children's interests and preferences in reading. They
concluded that'"Most children of nine live more in the real world than
in the world of fancy'. Before this age children generally read very
little; but at nine 'a real reading interest develops'. At ten the
reading habit is becoming well established."[14]

[11] Jordan, A.M., Children's Interests in Reading, The University of
North Carolina Press, London, 1926, p. 27.

[12] Ibid., pp. 48 and 90.

[13] Jordan, op.cit., p. 24.

[14] Witty and Kopel, p. 26.

"Sister M. Celestine in her survey of the literature on reading interests of elementary school children concluded that 'The boy typically seeks stories having a pronounced dramatic element or adventure theme, and this tendency increases steadily from age nine to thirteen.

Sister Celestine, and Terman and Lina all agree that "Girls of ages nine to twelve frequently turn to stories depicting pleasant home and school life.... Moreover, the typical girl displays very little interest in science stories. Girls usually read more books than boys, but boys appear to have a somewhat wider range of interest."

While "girls read boys' books, boys seldom read those chosen frequently by girls. At twelve or thirteen years the amount and variety of reading activity of typical boys and girls approaches its peak... For some boys this is the age of hero worship, when biographies and historical narratives are popular. However, biography, history, and travel attract few boys or girls at this age.... Religious themes have little appeal for white American children."[15]

Sister Celestine reported that "boys begin to read magazines extensively about the age of 12, when their specialized interests are appearing. Much of their reading consists of mystery and detective stories."[16]

In 1934 Witty and Lehman studied the reading interests of gifted children. They concluded that "the voluntary reading of gifted children is extensive and exceeds greatly the amount which mentally

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[15]Witty and Kopel, op. cit., pp. 26-28.

[16]Ibid., p. 29.

average children do. The qualitative difference in the reading of these groups is specifically expressed in the interests which superior children evince in informational and factual material. Superior children read earlier what appeals to the average and dull children at a later chronological age. The amount of time devoted to reading by the gifted tends to increase with advance in chronological age."[17]

Some special differences in reading interests have also been reported as a result of research studies. Witty and Scruggs found that "Greek and Italian children are attracted to stories of ancient times; the Negro child's race consciousness appears to stimulate his interest in materials which concern his people and their African background. Many Negro children demonstrate an 'inordinate fondness for stories based on the Bible'; this tendency is thought by some to be an exemplification of compensatory behavior."[18]

Gray states that "the fact that the results of different studies vary considerably suggests the possibility that dominant interests differ with communities, probably on account of the types of material to which pupils have access. There is need of additional investigations to determine the interests in different types of material at various ages when such variables as style and difficulty have been eliminated or controlled. In the meantime, teachers should provide a rich variety of reading material and should study the interests and tastes of individual children rather than emphasize exclusively materials of a particular type for a given age or sex group."[19]

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[17] Witty and Kopel, op.cit., p. 30.

[18] Ibid., p. 31.

[19] Gray, W.S., op.cit., p. 166.

Studies have been carried out "to determine scientifically the
themes, qualities or factors that determine interest in reading mater-
ial. As early as 1898 Wissler secured reports from 1,950 elementary school
children in grades III to VIII concerning (1) the selections that they
preferred most in the readers used during the previous year and (2)
the reasons for their choices.... The reasons given for their preferen-
ces revealed the following facts: 27% of the girls and 24% of the boys
preferred stories "true to life"; 26% of the girls and 20% of the boys
preferred stories containing "moral lessons", 10% of the girls and
16% of the boys preferred stories of the "heroic", and 8% of the girls
and 10% of the boys preferred stories containing "information". After
an analysis of the records, the author reached the following conclusions:
"Take out of their textbooks the sermon, the philosophical fable, and
the cold stiff hero, and paint into them the good, the true, and the
heroic in colors from life."[20]

Dun in 1921 gave the following factors as important elements
which determine interest in primary reading materials; surprise and
plot for both sexes, animalness for boys, and childness, familiar ex-
periences and to a lesser degree repetition and conversation for girls....
The interest value of surprise outranks that of plot, since thereby a
large amount of factual material lacking the story element, but abound-
ing in elements of wonder and unexpectedness, is of promise as afford-
ing interesting reading material for primary children."[21]

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[20] Gray, W.S., op. cit., p. 167.

[21] Ibid., p. 167.

Uhl in 1921 carried out a study to determine the important qualities of reading material. He "secured judgments from over three thousnad teachers in grades I to VIII concerning the value of several thousand selections. A list of selections was then submitted to the teachers of each grade in forty-nine cities, with the request that they select the fifteen best suited for their respective grades and number them in the order of merit. They were also asked to list the qualities which were the most prominent in each selection.... The qualities of the selections which were reported by the teachers as undesirable follow: "abstractness", "lack of action", "unreality", "too great length", "gloominess", "monotony", and "poor literary style".[22]

In the fourth grade specifically, "Dramatic action, adventure and heroic"[23] get the highest relative frequency as the most important quality of reading selection; fairy stories and supernatural stories come next in frequency; interesting characters, home life or child life comes third in relative frequency; kindness and faithfulness, fourth.

Garnett in 1924 carried out a study with fourth grade elementary pupils to determine the interest elements in prose selection. "An analysis of the reasons given by fourth grade pupils for liking certain stories and for disliking others resulted in a list of elements which seem to make selections attractive for pupils of this grade:

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[22]Gray, W.S., op. cit., p. 168.

[23]Ibid., p. 169.

[24] Boys	Girls
Action and Adventure	Action and Adventure
Animals	Fairy tales
Faithfulness	Kindness
Heroism	Happy ending
Humor	Daily life
Fighting	Faithfulness
Happy ending	Humor
Fairy tales	moral

Few studies have been carried out through content analysis of school readers. The majority of investigations of children's reading interests have been concerned with the children's expressed interests in voluntary reading material rather than school readers. The following few investigations, however, deal with content of readers of the elementary grades:

Tingelstad in 1913 carried out an extensive investigation of school readers in America to determine the religious element in the readers. He "studied 832 different readers and primers" published between 1750 and 1912. His results reveal the early and rapid disappearance of religious material from readers. "The study shows practically complete elimination of the religious element from readers since 1750."[25] Hosic carried out a study in 1920 of the content of 22 sets of current school readers containing 4,300 titles. His study revealed the prominence of the "literary ideal" as contrasted with the

[24]Gray, W.S., op. cit., pp. 169-170.

[25]Ibid., p. 179.

dominance of the religious ideal before 1750.

"Starch made an analysis of ten readers for each grade selected from twenty-four sets of readers to determine the specific nature of their content and the significant changes from grade to grade. Sixteen types of content were selected as the basis of classification. The percentage of the content beloning to each type was then determined."[26]

Although his study revelas "certain general tendencies", yet "there was a very wide range in the proportion of various types of material for a given grade.... The range in the fourth grade for 'animals' was from 0 to 19.5 percent" and the average was 9.2 percent. For "boys and girls" the range was from 0 to 30.8 per cent and the average was 10.5 percent. "For 'folklore', the range was from 0 to 7.5 percent" and the average 1.7 percent. "For 'fables' the range was from 0 to 14.2 percent, and the average 2.7 percent. The highest frequencies in the fourth grade readers were for the following contents: Poetry 15%; Fairy tales 12.5%; Classics 10.7%; Animals 9.2%.[27]

Other investigations of the content of school readers deal with grades other than the fourth grade and hence have no direct bearing on the present study.

Uhl's study, mentioned earlier, determining the desirable and undesirable selections in readers based on teachers judgments shows that "(1) much of the material in basal readers is unsatisfactory.

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[26]Gray, W.S., op. cit., p. 180.

[27]Gray, W.S., op. cit., p. 180.

Among the undesirable qualities are 'overmaturity', 'too difficult', 'lack of action or plot', 'unreal', 'depressing', 'monotonous', 'not well told', and 'too long or scrappy', (2) there are many selections in readers which meet with almost universal approval.... (4) newer types of informational material prove very successful and provide "content which has ample social justification."[28]

Concluding Statement. The foregoing survey of research studies on children's reading interests provides some background material concerning what has taken place in the West in regard to the reading interests of various age ability, sex and racial groups at elementary school levels. The methods used are varied, including the questionnaire method, investigations in libraries of books taken out by children and those most in circulation, and personal observations by investigators.

The studies surveyed are not directly comparable to this study because the majority of them deal with reading interests based on the voluntary reading of the children and not specifically or exclusively with their school readers.

The children's choices represent a wide range of reading material other than, but possibly including, school readers. The analysis of the content of school readers also followed a method different from the one used in this study. There are therefore no studies which can be compared directly with the present one.

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[28] Gray, W.S., op. cit., p. 184.

Investigations of children's reading in Lebanon and other Arab countries are few indeed. The studies that have been done have investigated mainly the language of the child from a developmental point of view, and the vocabulary of the child at various age levels. Mrs. Faris [29] of this University, in her research on the Teaching of Arabic Reading to Beginners strongly emphasized the factor of interest as being an integral part of the style and form in which children's books should be written, and as a foundation stone in the successful learning of the reading skill. In her current research (in the process of completion) of the language of the first grader in Lebanon, Mrs. Faris bases the study of the child's language and vocabulary on his own stated interests in things in his environment and in stories he likes best.

It is hoped that more scientific studies will be conducted to determine the factors influencing interests in reading and the important qualities making up desirable reading material and promoting children's interests in reading.

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[29] Faris, Sabiha A., The Teaching of Arabic Reading to Beginners. (In Arabic). Department of Education, American University of Beirut, Beirut, Lebanon, 1956.

CHAPTER III

INTEREST: AN IMPORTANT FACTOR IN READING

Interest as a vital factor in the development and improvement of reading skills has been given a great deal of emphasis. This is evident from the numerous investigations devoted to children's interests in reading at various age levels and on various stages of schooling.

Studies in psychology and education have shown ample evidence of the fact that learning proceeds more rapidly and genuinely if the task is satisfying to the individual, if it meets a need, and that the stronger the need the stronger the desire to learn and to indulge wholeheartedly in the task at hand. Dewey defined the term "genuine interest" as being the "accompaniment of identification, through action, of the self with some object or idea, because of the necessity of that object or idea for the maintenance of a self-initiated acitivity."[30]

This identification of the self with the object, idea or activity commands willing and sustained attention and induces genuine effort which does not regard the object as a task to be performed by compulsion nor one for which conscious effort is to be exerted.

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[30]Dewey, John, *Interest and Effort in Education*, Houghton Mifflin Co., New York, 1913, p. 90.

The significance lies in the <u>relationship</u> of the self or person with the object and the direction which it takes. The subjective part of this relationship has at its basis a goal directed, need-fulfilling impulse or motive. Unless this basic motivating energy is actively working we cannot say there is interest. The object which the self is seeking or is interested in is valuable and important to it in the capacity it can satisfy the need created and it becomes more and more valuable in the degree it can achieve this satisfaction. We thus see that there is emotional appreciation and satisfaction involved in the activity or object of interest. This emtotional concern gives it more strength and impetus for further growth and action. If reading is to be genuinely sought after, it should serve as a need-fulfilling activity and therefore be emotionally appreciated and satisfying.

Robinson in her study of the causes of failure in reading gives ample evidence from research studies of the fact that one of the major causes of failure of pupils in reading is emotional and personality problems. Sherman, in 1939, conducted investigations in this field and he states "The emotionality of an individual at the time he is learning a task has a definite influence upon his efficiency in the learning situation. His emotional balance or imbalance also has a definite effect upon his retention of the material that he has learned and upon his ability to recall and put into use that which he may have learned well previously."[31]

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[31]Robinson, Helen Mansfield, <u>Why Pupils Fail in Reading</u>, The University of Chicago Press, Chicago, Illinois, 1946, p. 76.

Robinson indicates that "failure in reading has frequently been attributed to emotional problems, and emotional problems have likewise been said to be created by reading failure.... The emotional maladjustment seen in a severely retarded reader, then, may be either the cause, the effect, or the result of the interaction of reading failure and emotional maladjustment.... Continued failure in reading might create emotional tension due to frustration. Dislike for the subject, as well as everything surrounding it might follow."[32]

Reading is one of the skills that occupies a large percentage of the pupil's time from the moment he enters school. It is the skill with which he is faced initially and constantly throughout his schooling. It follows that the associations connected with this skill are of major importance for the child's success or failure, and hence either pleasant experience and progressive development, or unpleasant experience, frustration and retardation in reading will result. In order to make these associations between the average child and the skill of reading pleasant, successful and continuously productive, a thorough knowledge of the child's intrinsic interests in reading and other activities, his problems, needs, experiences and wishes is needed. Witty and Kopel stress the necessity of learning about the child's interests through an interest inventory, specially through the interview method. They emphasize the importance of recognizing and utilizing the diversity of interests within any age or sex group or grade level, rather than stresssing the differences which exist between these different groups of children. They also believe that any effective program of

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[32]Robinson, H.M., op. cit., pp. 77-78 and 82.

reading should not be affected exclusively by the central tendencies of interests of different narrowly selected groups of children, but that the individual child, his needs, experiences, interests, abilities and activities should be guideposts for the teacher in executing an effective reading program and in fostering permanent good reading habits in pupils. This is especially important in helping retarded readers.

By using the interests of the children as starting points or guideposts in the teaching of reading, the aim is to build on familiar and meaningful experiences, which are relevant and within the child's range of things, and ideas. From there on the teacher or adult proceeds with the child gradually to the new, the desirable and the unfamiliar.

Emphasis on children's interests as essential in promoting and developing the skill of reading does not imply complete and exclusive dependence on the interests of children as such at the expense of the guidance and wise direction of teachers and educators. Nor does this emphasis on capitalizing on children's interests mean that the curriculum and the teaching program should suffer instability and change based on the fleeting interests of children. The reading program can still serve its purpose of guiding and developing children's growth in learning and in the overall desirable personality development of children without being jerky and unstable. Yet flexibility can always be provided for at the appropriate time and for the particular individual child, by taking advantage of genuinely expressed interest, and capitalizing on them for the purpose of promoting progressive development in the child.

The major assumption of this study is, therefore, that improvement of the skill of reading demands a great deal of reading of a wide variety of reading materials. In order to establish a permanent habit of reading and an intrinsic desire to read, the reading material must appeal to the interests of the child and must be satisfying to his needs. Since school readers constitute one of the earliest reading materials to which Lebanese children are exposed. School readers have been chosen for analysis and for comparison with children's interests. This has been done by determining their freely expressed likes and dislike of stories in their readers.

CHAPTER IV

PROCEDURE OF THE STUDY

It is believed that a valuable approach to the problem of
children's reading interests is a two-way approach whereby one studies
the content of selections found in the Arabic school readers available
to children at the fourth grade level as well as the content of sto-
ries identified by children themselves from their school readers as
most liked and most disliked.

A. Content Analysis of School Readers

1. Selection of the Sample of School Readers. For this study
school readers instead of voluntary reading books were analyzed for
the following reasons:

   a) School readers are equally accessible to all children and
      had been read by all the school children in the sample.
      Hence it is possible to have some uniformity of background
      in regard to the reading material from which the children
      made their choices of like and disliked stories.

   b) Since school constitutes an important phase of the child's
      life and plays a major role in the development of his read-
      ing interests and of his proficiency in the skill of read-
      ing, it is believed that the school reader is an important
      starting point for the study of children's reading interests.

A sample of nine Arabic readers used at the fourth grade
elementary level was chosen on the basis of the frequency of their
use in a representative sample of schools in Beirut. Fifty-five schools
were contacted and asked what readers they used.[33] An important factor
in the choice of the nine books for the present research was that they
are being used in different kinds of schools in Beirut, namely, govern-
ment schools and private schools, schools for boys and schools for
girls, schools representing different religious sects including non-
sectarian or non-religious schools and schools adhering to different
educational systems or philosophies of education.

The reason why the private schools contacted outnumber the
government schools, is the fact that there are proportionately many
more private schools in Beirut than there are government schools.
Also among the private schools there is a wide variety of schools re-
presenting different religious orders, or educational systems. So
an attempt was made to include these in the sample. The government
schools, on the other hand follow a centralized system of education
and hence all have almost identical programs.

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[33]The following table gives the exact number of schools under each
    category:

Private schools = 45		Government schools = 10
Non-religious:		
local	9	
Religious:		
A.Christian:		
(Catholic,		
Orthodox &		
Protestant)		
Local	14	
Foreign	6	
B. Moslem, local	12	
Anglo-Saxon		
schools	4	
	45	

The following table gives the number and percent of schools, out of the fifty-five schools contacted, using each of the nine readers.

Name of Reader series	No. of schools using reader	% of schools using reader
al-Qira'ah al-Mussawarah	14	26%
al-Mushawwek	11	20%
al-Jadid fi al-Qira'ah	7	13%
al-Qira'ah alMufidah	6	11%
al-Muruj	6	11%
al-Minhal	4	7%
Hada'ek al-Qira'ah	4	7%
al-Qira'ah as-Sahihah	3	5%
	55	100

In view of the data presented above the sample of nine readers is considered to be a representative sample of Arabic readers used in elementary schools in Beirut. Conversely it is true that these books are used by schools which include a large population of children representing almost all social classes and religious sects.

The parts of the nine reader series chosen for a content analysis are as follows:

Name of Reader	Part chosen for analysis
al-Qira'ah al-Mussawwarah	Part 3
al-Mushawwak	3
al-Jadid fi al-Qira'ah	3
al-Qira'ah al-Mufidah	3
al-Muruj	3 & 5
al-Minhal	3
Hada'ek al-Qira'ah	3
al-Qira'ah as-Sahihah	3

Part three of each of the nine series is used at the fourth grade level in all schools studied, with the exception of one school which uses part five (probably due to its higher requirements) at the fourth grade level, hence the reason for its choice for analysis along with the rest.

2. <u>Content Analysis</u>. The content of each of the stories or selections[34] found in specified sections of the nine readers was classified under four major categories or headings. These are as follows: 1) Leading character in the story, 2) Leading action or main content, 3) Positive theme, and 4) Negative theme.

The four categories were further broken down into more detailed subheadings into which the analysis of the stories fell. These subheadings are given below:

1. <u>LEADING CHARACTER IN THE STORY</u>

a. Authority figure (example: king, prince, ruler, government official, soldier, judge, etc.)

b. Professional character and upper social classes, (example: doctor, artist, teacher, pilot, actor, rich man, merchant, etc.)

c. Religious character

d. Child figure (girl, scout, student child, etc.)

e. Family character (father, mother, sibling, grandparents)

f. Simple character and lower social classes (example: worker, farmer, shepherd, hunter, barber, servant, begger, street cleaner, etc.

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[34] The stories contained in the readers are not all stories in the sense of involving action or plot. They include, besides stories, purely descriptive or informative selections. However, for the sake of brevity, the word story will be used throughout this paper in reference to both stories or selections.

g. Humorous character

h. People of other lands

i. Animal characters

j. Other

2. LEADING ACTION OR MAIN CONTENT OF THE STORY

a. Travel

b. Adventure

c. Cruelties, torture, war

d. Dispute, fighting

e. Competition

f. Home life and family relations

g. School life

h. Sports and out-door activities

i. Farm life, simple, contented life

j. Patriotic behavior

k. Intelligent solution of a problem or dispute

l. Tricky behavior

m. Humor

ñ. Daydreaming, imagination and superstition

o. Approved acts or behavior

p. Disapproved acts or behavior

q. Description, knowledge and information-giving

r. Animals--their life, characteristics, peculiarities, habits, etc.

s. Other

3. F.

3. POSITIVE THEME

Here there is a wide variety of positive themes which were grouped under major subheadings for the sake of providing a more comprehensive picture for the reader and in order to make the tables of results more readily understood and easier to compare.[35]

The major subheadings under this category were the following:

a. Humanitarian acts, good social relationships with other people.

b. Approved personal characteristics

c. Religious behavior

d. Appreciation and knowledge

e. Other

4 NEGATIVE THEMES

The major sub-headings in this category are as follows:

a. Disapproved social behavior

b. Undesirable personal characteristics

c. Other

Every story was analyzed and categorized under one or more of the above four major categories. In some instances, however, not all categories were relevant to a given selection, i.e., a descriptive selection does not have a leading character, etc.

The total number of stories found in the nine readers was 414.

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[35]For more detailed subdivisions please refer to Appendix B.

In addition to these, other stories selected by the children from the
readers they used the preceding year were also analyzed.[36]

B. The Questionnaire Study of Children's Freely
Expressed Interests in Reading

1. Explanation of the questionnaire: The first part of the
questionnaire consists of questions about the subjects' home back-
grounds, their fathers' occupations, their parents' leisure reading
and the kinds of literature they read, the availability of books at
home, etc. The questions are as follows:

> Name
> Age
> Sex
> Nationality
> School and class
>
> What is your father's occupation?
>
> Does your father read books and magazines in his
> leisure time?
>
> Does your mother read books and magazines in her
> leisure time?
>
> What books and magazines do your parents read?
>
> Do you have a library or bookshelf at home?
>
> How many rooms does your house consist of?
>
> Of how many members does your family (living in the
> same house) consist?

The second part of the questionnaire[37] consists of open ended
statements to be completed by the children giving their free choices

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[36] See questions No. 1 and 2 in the questionnaire, Appendix C.

[37] Questions No. 1, 2, 6, 7, see Appendix C.

of the story or stories which they most enjoy reading and the story
or stories which they most dislike reading in their school readers.

The statements are as follows:

1) The story that I liked best in my Arabic reader last year
   and still enjoy reading it often is......................
   I like reading it because................................
2) The story that I did not like in my Arabic reader last
   year is...
   I dislike reading it because.............................
6) The story that I like reading best in my Arabic reader
   this year is...
   I like reading it because................................
7) The story that I dislike reading in my Arabic reader this
   year is..
   I dislike reading it because.............................

Each child therefore had the chance of expressing his free
choice of a minimum of four stories, two liked (one from the reader
used the previous year and one from the reader used the same year
the questionnaire was given), and two disliked, also from the two
readers as above. In a few cases the pupils mentioned more than one
story from either of the 2 readers, in such cases the first two sto-
ries were chosen for analysis. In a number of cases the pupils did
not recall a story which they disliked and therefore the total number
of disliked choices is less than the liked ones. All this explains the
differences in the totals of liked and disliked stories in the tables
of results.

The third part of the questionnaire[38] asks each child to state
his free choice of any story, book, magazine or any other kind of li-
terature which he enjoys reading in his leisure, outside of his school
reader. The questions or statements are as follows:

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[38]Questions No. 3, 4, 5, 8, 9, 10, see Appendix C.

3) I like reading most about..................

I like reading it because..................

4) I dislike reading most about..............

I dislike it because.....................

5) Have you come across some stories that have caused you fear?

What are these stories?

Why did they cause you fear?

8) Do you read books other than the school texts? Mention

the book or books you like reading best.

Why do you like reading them?

9) Do you like long or short stories?   Why?

How many pages do you prefer the story to be?

10) If a friend or a relative wished to present you with a book

and asked you to make the choice, which book would you choose?

Why would you choose that book?

2. <u>Content Analysis of Children's Questionnaire</u>. The part of

the questionnaire which constitutes the major portion of this study

includes the four questions[39] dealing with the children's choices of

liked and disliked stories from their school readers. The questions

dealing with the children's likes and dislikes concerning voluntary

reading material other than their school readers provide supplementary

information which is believed to be valuable as a further guide in un-

derstanding children's reading interests.

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[39]Questions No. 1, 2, 6 and 7, see Appendix C.

Stories from the readers selected by the children are tabulated under the same four major categories as the analysis of the content of the school readers themselves. That is, when a child mentioned a story as liked or disliked that story was analyzed and categorized <u>once</u> under as many as possible of the four categories: Leading character; Leading action or main content; Positive themes; Negative themes.

For example, the story entitled "The Lazy Boy", tells about the little boy who pretended to be sick one morning in order to stay at home and not go to school. His mother kept him in bed in order to rest and comfort him. Later on, however, when his siblings and friends reminded him that it was a holiday that day, he jumped out of bed to go and play with them and was no longer sick. His mother, discovering that he had been lying, made him stay in bed for the whole day as a punishment.

This story is analyzed and categorized as follows: Under <u>Leading Character</u>, the story falls under "Child Figure". Under <u>Leading Content</u>, the story falls under "Tricky behavior". Under <u>Positive Themes</u>, it has no place since it does not emphasize the positive aspect. Under <u>Negative Themes</u>, it falls under "Undesirable Personal Characteristics".

Some exceptional stories emphasized both Positive and Negative themes equally strongly, and therefore were categorized under both. Some selections were purely descriptive or informative, having no main character. These were categorized under <u>Leading Content</u>: "Description and Information-Giving", and under <u>Positive Theme</u>: "Appreciation and

Knowledge", but were not categorized under <u>Leading Character</u> or under <u>Negative Theme</u>.

The story may have been liked by the child mainly for its characters, or for its action, or for its theme, but analysis of this was not undertaken because, while all children reported one or more stories as liked or disliked, they often found it difficult to state clearly or specifically the reason for liking or disliking them. They merely said "I enjoyed reading it", or "it was nice to read". In some cases they said "it benefits me" or "it teaches me a good lesson" or used other non-specific terms which made it difficult or impossible to [40] establish the reasons behind the choice.

3. <u>Administration of Questionnaire</u>. When the questionnaire was [41] administered to the children, the purpose of the study was explained to them. The children were told that the study intended to find out what children of their grade and age enjoyed reading best, or disliked reading most. This, it was explained, was for the purpose of preparing books for them in the future which would appeal more to their interests and which they would enjoy reading more. Then the questions were read and explained to the whole class. The children were then

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[40] A.M. Jordan, <u>op. cit.</u>, p. 29, in his study of children's interests found that the children were not able to give reasons why they liked certain books. He states that in answer to the question asking directly why they liked certain books, "Many of these answers seemed so stilted and formal that it was impossible to judge whether they were real reasons or not. It seems evident therefore, that children, even those of high school age, have not the ability to explain why they like certain books rather than other."

[41] In person by the writer in every case.

asked to proceed in answering the questionnaire individually with
frankness and honesty, as each of their ideas was important. It was
made clear to them that this was not a test and that no grades were to
be given, so as to minimize worry and concern on their part, and to
avoid having them write with the intention of pleasing adults. The
children were encouraged to ask questions whenever they did not under-
stand a statement. The questionnaire was given in April, 1958, which
is near the end of the third quarter of the school year. Most schools
had almost completed the Arabic readers assigned to the class, so the
children's choices of the stories can be considered representative of
their choices from the reader as a whole and not from just a section
of it. April was also a time when the children were at ease in school
and had become fully accustomed to their school routine. Also at this
time the children were neither tense due to preparation for examinations,
nor careless or negligent because of the recency of any examination.

4. The Subjects. The subjects were school children of the
fourth elementary grade (i.e. the grade which is two years below the
elementary "Certificat"). The age range of pupils in the fourth grade
in this sample is nine to fourteen years. However, in the private
schools the age range is somewhat more limited than in the government
schools. In the former the age range is nine to twelve, the average
age being mainly nine to ten years. In the government schools the age
range is nine to fourteen, and the average age being twelve years.
This wide range in age in the same grade especially in the government
schools is due to several factors. Students enrolled in government
schools come from the lower social class and from poor families. The

children enter school at a later age than the average middle and upper social classes. Their attendance at school is not regular and hence are retarded in their schooling. In addition the government schools have not put into effect the law of compulsory education and therefore cannot as yet put a strict limit on the age range in each grade, as is the case in the majority of the private schools. The schools chosen included girls' and boys' schools, private and government schools. The private schools, being fee-charging schools, include mainly middle and upper middle class pupils, while the enrollment of government schools consists largely of lower social class students. In addition, the schools include the main religious sects in Beirut.

Following is a table showing the sample of subjects taking the questionnaire:

Private	Boys	Girls	Total
al-Istiqlal school	28	0	28
American University of Beirut Elem. Sch.	25	0	25
al-Makassed College for Girls	0	30	30
National Evangelical School	0	23	23
al-Fatimiyyah for Girls	0	9	9
TOTAL PRIVATE	53	62	115
Government			
Government Boys School Tariq al-Jadideh	22	0	22
Government Boys School Ras Beirut	25	0	25
Government Girls Tariq al-Jadideh	0	25	25
Government Girls Ras Beirut	0	20	20
TOTAL GOVERNMENT	47	45	92
TOTAL-ALL SCHOOLS	100	107	207

CHAPTER V

ANALYSIS AND INTERPRETATION OF RESULTS

Explanation of the Tables

The results of the two studies made (namely the theme analysis of the nine readers and the questionnaire study of children's preferences) are presented in 16 main tables. These are:

Tables I, II, III and IV give a summary of the content analysis of all stories chosen as liked and all stories chosen as disliked by all the children in the nine schools, and a content analysis of all the stories found in the nine readers.

Tables V, VI, VII and VIII show for three schools a comparison between the children's answers and the content of the reader they use. Each of these three schools uses the same reader, therefore this table gives a direct comparison between stories selected as liked and those selected as disliked by the children and the pool of reading material from which these choices were made.

In the first four tables the comparison is between all choices and all readers. Although all children had read some of the stories, not all stories had been read by all the children. The comparison is rather one of the

choices of a representative sample of school children
with a representative smaple of school readers. In con-
trast, Tables V to VIII give a direct comparison between
the stories found in one reader and the expressed likes
and dislikes by the children for stories found in that
reader, plus other stories selected from the previous
reader used. The schools on which Tables V to VIII are
based represent three types of schools: A private girls'
school, a private boys' school and a government girls'
school, which gives a mixed group of children. The num-
ber of children in this sub-sample is sixty-eight, which
constitutes one third of the children in the whole sample.

Tables IX, X, XI and XII show a comparison according to sex, of the
content of the children's answers to the questionnaire.
All the boys (100 boys) are compared with all the girls
(107) girls in respect to their expressed likes and dis-
liked for stories in their school readers. A knowledge
of sex differences or similarities should be valuable to
those preparing or selecting children's reading books.

Tables XIII, XIV, XV and XVI give a comparison between the private
school children and the government school children in
regard to their answers to the questionnaire. This is
an attempt at a comparison of children's reading interests
as affected by social class. As has been mentioned ear-
lier in this study, the private schools represent the

middle and upper middle-class population, while government
schools, on the whole, represent the lower-middle and the
lower class people. In these four tables 115 children in
the private schools are compared with ninety two children
in the government schools.

Appendix D includes four tables which give the content analysis of
each of the nine readers showing the frequency of stories
containing each kind of subcategory.

Appendix E includes four tables which give the content analysis of
the children's expressed likes and dislikes for stories
in each of the nine schools separately.

Tables I to IV which give a summary of the results of the con-
tent analysis of the stories chosen as liked and disliked by all the
children in the sample, and the content analysis of all nine readers
will be dealt with first.

The way Table I should be read is as follows: The total in
column one, which is 319, shows the number of expressed likings for
stories containing leading characters (some selections, such as des-
criptions, do not have leading characters). Out of this total
of 319 stories 16% have an authority figure as the leading character
(see column 2), 2% have a professional character as leading charac-
ter, .3% have a religious character as the leading character, and so
on. The total in the third column, 224, shows the total number of
expressed dislikings for stories having leading characters. 5% of the
224 have an authority figure as the leading character (see column 4),
3% have a professional character as the leading character, 2% have a

religious character as the leading character, and so on. The total
of 310 in column five represents the total number of stories in the
nine readers having a leading character; out of this total 9% have
an authority figure as the leading character, 3% have professional
character as the leading character, 4% have religious character as
the leading character and so on.

The rest of the tables in this study can be read in the same
manner.

In discussing the results in each table an attempt is made
to point out the outstanding reading preferences of children as re-
vealed by the content analysis of the stories they selected as liked
and disliked. Only those differences in proportions of expressed likes
and dislikes that show statistical significance at the 5% level or
better have been selected for discussion.

ANALYSIS AND INTERPRETATION

TABLE I

CONTENT ANALYSIS OF STORIES CHOSEN BY 207 CHILDREN COMPARED WITH
CONTENT ANALYSIS OF STORIES FOUND IN THE NINE SCHOOL READERS

	207 Fourth grade Lebanese Children				Nine Readers	
	Number of expressed likings for story containing	Percent of all likings for story containing	Number of expressed dislikings for story containing	Percent of all dislikings for story contain.	Frequency in nine readers of story contain.	Percent of all stories in readers cont
Category 1						
LEADING CHARACTER IN THE STORY						
Authority figure	51	16%	10	5%	27	9%
Professional charac- ter and upper social classes	5	2%	6	2%	8	3%
Religious character	1	.3%	5	2%	11	4%
Child figure	65	20%	40	18%	53	18%
Family character	12	4%	2	1%	17	5%
Simple character and lower social classes	66	21%	32	14%	65	21%
Humorous character	9	3%	0	0	4	1%
People of other lands	1	.3%	13	6%	6	2%
Animal character	95	30%	101	46%	105	34%
Other	14	4%	15	6%	14	3%
	319	100	224	100	310	100

Table I - Category 1; deals withethe Leading Character in the Story.

Here interest centers on 1) the kinds of leading characters which have

relatively higher frequencies in the stories mentioned as liked than in the stories mentioned as disliked by the children, and 2) the kinds of leading characters which have relatively higher frequencies in stories mentioned as disliked than in stories mentioned as liked by the children. At the same time the relative frequency of leading characters provided by the readers will also be examined.

These data, then, will help to show what kinds of leading characters liked and what kinds of leading characters are disliked from among those found in current school readers.

The Leading Characters in Table I which have significantly higher percentage frequencies in the stories chosen as liked than in the stories chosen as disliked are the following (they are listed below in the order in which they appear in Table I).

Percentage Frequency of Various Leading Characters

	Percent of all likings containing	Percent of all dislikings containing	Percent of all stories in readers containing
Authority figure	16%	5%	9%
Family character	4%	1%	5%
Simple character	21%	14%	21%
Humorous character	3%	0%	1%

The authority figure occurs more frequently in liked (16%) than in disliked stories (5%) in a ratio of three to one. Also the authority figure occurs in liked stories almost twice as often (relatively) as he is found in the selections in the readers. This indicates an important preference for stories having as the main character an authority figure.

One explanation for this preference is that in the majority of the
stories the authority figure (whether king, prince, ruler, govern-
ment official, judge, soldier, or whatever) has been presented not as
strict, rigid or austere, but rather as a benevolent, good, just or
intelligent person. It would seem that in choosing such stories, the
child is indicating that he likes to have a person in authority be a
good, charitable and benevolent person. Such a person combines power
and goodness, which induces admiration and respect. One example of a
story of a benevolent ruler which was liked by twelve boys and disliked
by none was the story of Omar Ben el-Khattab, one of the first Arab
Caliphs. Omar Ben el-Khattab used to go on inspection tours among the
people to learn of their needs, complaints, and problems. On one of
his tours this benevolent ruler saw a poor woman boiling pebbles for
her hungry and crying children in order to lull them to sleep as she
had nothing to feed them. Upon witnessing this scene, Omar Ben el-
Khattab went himself to bring her a bag of flour so that she could
bake some bread for her young. This represents to the children bene-
volent authority descending to the level of the poor to help them,
and this they admire a great deal.

Other examples of predominantly liked stories having an autho-
rity figure concerned such persons as fair, just and intelligent
judges who solved disputes among two or more people intelligently
and justly.

The family character (mother, father, siblings and grandpa-
rents) has a higher frequency of likes (4%) than dislikes (1%). Family

figures and family relations represent a value which is held with esteem and favor in this culture, and the reaction of the children to stories including family characters is generally a favorable one. The family character represents a figure which falls within the immediate daily experience of the child and which constitutes a major part of the total affective environment of the child, hence receives a favorable reaction in his estimation of stories.

Stories having a Simple character in the leading role have a high percent frequency in the liked stories (21%), and an equally high frequency in the readers (21%). The frequency in the disliked stories is much less (14%). The simple character in the selections include persons such as a simple worker, farmer, shepherd, hunter, barber, servant, beggar, street cleaner and the like, and these are depicted with a certain natural romanticism about them which may be a cause in their higher frequency of selection by the children. They also represent a picture of an every day scene which children come across in their daily life. It is a part of their own immediate experience, and hence appeals to their interest in reading.

Humorous characters have a higher frequency in the liked stories (3%) than in the disliked stories (0%) which represents an important difference. They appear less frequently in the school readers (1%) than in the liked stories selected by the children from the nine readers plus their previous year's readers. This difference represents some discrepancy between what is made available in the readers and what the children enjoy reading which could be a point to consider in selecting and preparing children's readers. Children enjoy and appreciate

humorous characters in their reading and show no dislike for them
whatsoever. Here it may emphasized that the inclusion of humorous
be
characters in the readers more often than is now available might en-
courage voluntary reading and which in turn would help improve the
reading skill of children at an early elementary grade level.

The leading characters which appear more often in the stories
chosen as disliked than in the stories chosen as liked are the fol-
lowing (listed in the order in which they appear in Table I).

Percentage Frequency of Various Leading Characters

	Percent of all likings for story containing	Percent of all dislikings for story containing	Percent of all stories in readers containing
Religious character	.3%	2%	4%
People of other lands	.3%	6%	2%
Animal characters	30%	46%	34%

Stories containing a religious character get a much higher
percent frequency of expressed dislikes (2%) than likes (.3%). This
character also gets a higher percent frequency in the readers than in
the expressed likes made by the children. Here is a case in which the
readers are found to provide material which the children seldom like.

Stories of people of other lands also receive a relatively
high frequency of expressed dislikes (6%) by the children and are
almost never liked (.3%). They also have a low frequency in the
school readers (2%). The significant point here is the fact that in
spite of the low frequency in the readers, this subcategory occurs

rather often in the stories disliked by the children. It should be pointed out here, however, that the manner in which people of other lands are presented in the readers is either as a group of uncivilized people in some remote culture, or else the story consists of a descriptive account of people living in other parts of the world with no action or element of surprise. As will be seen under Table II, Category 2 dealing with Leading Content, stories with merely descriptive content are disliked much more than they are liked by the children, which may be an important factor determining the dislikes for this subcategory of leading character.

Stories having animals as the leading character have a much higher percent frequency in expressed dislikes (46%) by the children than in expressed likes (30%). However, animal character has the highest percent frequency of all likings expressed for the rest of the leading characters (see column 2). At the same time stories with animal characters make up over one third of the content of the readers. It is possible that 1) many children do enjoy reading stories containing animal characters, 2) that the children's choices of stories containing animals are affected by the high availability in the readers of such stories. But what of the significantly higher proportion of expressed dislikes for stories containing animal characters? The probable explanation here is that it is not the animal itself that is disliked but the manner in which this animal is depicted in the story, or whether the story is purely descriptive, informative and lacking action and plot. Further analysis of such stories with regard to style and way of presentation might give interesting results.

The rest of the leading characters in Table I show no outstanding preferences by the children whether in the positive or in the negative direction and hence do not warrant separate discussion of each.

TABLE II

CONTENT ANALYSIS OF STORIES CHOSEN BY 207 CHILDREN COMPARED WITH
CONTENT ANALYSIS OF STORIES FOUND IN THE NINE SCHOOL READERS

Category 2 LEADING ACTION OR MAIN CONTENT IN STORY	207 Fourth Grade Lebanese Children				Nine Readers	
	Number of expressed likings for story contain.	Percent of all liking for story contain.	Number of expressed dislikings for story contain.	Percent of all disliking for story contain.	Frequency in nine readers of story contain.	Percent of all stories in readers contain.
Travel	2	0%	4	1%	4	1%
Adventure	14	3%	10	4%	23	5%
Cruelties, torture, war	2	0%	16	5%	15	4%
Dispute & fighting	0	0%	5	2%	7	2%
Competition	9	2%	10	4%	4	1%
Home life and family relations	20	5%	9	3%	24	6%
School life	21	5%	7	2%	13	3%
Sports & out-door activities	12	3%	3	1%	8	2%
Farm life, simple and contented life	16	4%	2	1%	24	6%
Patriotic behavior	26	6%	0	0	9	2%
Intelligent solution of a problem	30	7%	4	1%	16	4%
Tricky behavior	10	2%	22	7%	20	5%
Humor	46	11%	1	.3%	10	2%
Daydreaming, imagination & superstition	16	4%	12	4%	13	3%
Approved acts or behavior	28	7%	1	.3%	22	5%
Disapproved acts or behavior	3	1%	14	5%	8	2%
Description, knowledge & information-giving	108	26%	95	31%	112	27%
Animals - life, characteristics, peculiarities, habits, etc.	58	14%	83	27%	66	16%
Other	3	0%	6	2%	16	4%
	424	100	304	100	414	100

Table II - Category 2, deals with the Leading Action or Main Content of the stories. Here again we are mainly concerned with the outstanding differences between expressed likes and dislikes of stories by children, and only those differences which show statistical significance are selected for discussion.

Contents which occur much more often in liked stories than in disliked stories are as follows:

	Percentage Frequency of Various Contents		
	Percent of all likings for story containing	Percent of all dislikings for story containing	Percent of all stories in readers containing
School life	5%	2%	3%
Farm Life, simple and contented life	4%	1%	6%
Patriotic behavior	6%	0%	2%
Intelligent solution of a problem or dispute	7%	1%	4%
Humor	11%	.3%	2%
Approved acts	7%	.3%	5%

"School life" includes any activity having to do with life in school and academic achievement. This type of content of stories gets a relatively higher percent of likes than dislikes and the proportion of school life stories in the liked material is somewhat higher than in the readers as a whole. Academic industry and school achievement are values highly esteemed by the culture here and children are conscious of this fact, and endeavor hard to achieve a good school record in

order to gain the admiration and approval of parents, teachers, relatives and other adults and peers. In the study by Najarian [42] on Lebanese children's concept of values "Industriousness", especially relative to school work and academic industry, was among those characteristics which received high scores as compared to the other characteristics. Hence school activities could constitute an interesting aspect of the child's reading material if presented with action and in a stimulating manner.

Stories having as their main content farm life and simple village activities receive a higher frequency of expressed likes than dislikes in a ratio of four to one. This indicates a strong preference for this type of content. Lebanon is an agricultural country, and village life constitutes an important aspect of the general cultural pattern. The majority of children in Beirut have some sort of contacts with village life and country life, especially during the summer months, when people move to their village of origin or to a summer resort for the summer holidays to escape the hot season in Beirut. The whole picture of the village and the peaceful contented life of the villagers and farmers represents a familiar scene which falls within the immediate experience of the child, and he admires and enjoys reading about it in books. Farm life and the village life represent a world where there is freedom of activity, outdoor life, interesting adventure and the like which appeal to children of this grade and age range, who are in the main an active age constantly moving about and seeking new experience and adventure.

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[42] Najarian, P., _Lebanese Children's Concept of Values as Revealed by Desirable Characteristics_ (unpublished manuscript).

Stories about Patriotic behavior occur in many favorable choices made by the children (6%) and in no unfavorable choices (0%). On the other hand such stories have a lower percent frequency in the school readers than the expressed likings for them by the children. This difference should have important implications for those preparing children's books. Since the children express a clear interest and liking for stories containing patriotic behavior, such stories can be increased to a higher proportion than is now available, conveying meanwhile desirable knowledge and information. The few present stories in the readers include such patriotic acts as self-sacrifice for the sake of one's country, and daring deeds in winning a battle and freeing one's nation. More variety of this kind of content can be added including short biographies of worthwhile historic heroes or contemporary people who have sacrificed much for the welfare of their country. This will provide interesting and informative reading material for children of this grade, and will result both in a love of reading and desirable identification with worthy people.

Stories having as their leading action the intelligent solution of a problem or dispute are more frequently liked (7%) than disliked (1%). Intelligence is a characteristic which is viewed with high regard in this culture by parents, teachers and other adults. Children are aware of this value and hence admire it in their turn. It presents to them a desirable personal characteristic to be proud of, admired and sought after. An example of a story containing this subcategory is one in which a judge uses his intelligence and insight in solving a dispute between two or more people, and reaches a fair and just solution. Another example of such stories is one in which a child through

an intelligent answer or act escapes a dangerous situation and solves
a problem confronting him.

Humor in stories and selections gets many positive choices (11%)
and almost no negative choices (.3%). On the other hand it has only
a 2% frequency in the readers, which shows a significant discrepancy
between availability and the expressed likings by the children. Child-
ren appreciate and enjoy humor greatly, hence provision should be made
to include more stories containing humor in the readers than is avail-
able at present. This would make reading more pleasurable and appeal-
ing and therefore would encourage voluntary reading which in turn im-
proves reading skill.

Stories concerned with Approved acts and behavior (such as
moral courage, giving and sharing, sacrifice, ambition, hospitality,
etc.) receive a very much higher frequency of likes (7%) than of dislikes
(.3%). Such acts arouse a stimulating affective tone which appeals to
the interests of the children and arouse in them a desire for reading.

The kinds of content of stories occuring with greater frequency
in the children's expressed dislikes than in their expressed likes are
the following:

Percentage Frequency of Various Contents

	Percent of all likings for story containing	Percent of all dislik-ings for story cont.	Percent of all stories in readers containing
Cruelties, torture, war	0%	5%	4%
Tricky behavior	2%	7%	5%
Disapproved acts or behavior	1%	5%	2%
Animal life, charac-teristics, peculia-rities, habits, etc.	14%	27%	16%

Stories including such content as curel acts, killing, crime, torture and war elicit a clear cut dislike on the part of children (5% dislikes and 1% likes). So also do stories concerned with disputes and fighting or quarrelling.

Tricky behavior in stories is disliked more frequently (7%) than it is liked (2%). This difference is important enough to be given attention. This dislike for tricks in reaching one's goal or in solving one's problem stands in direct contrast to intelligent solutions of problems and disputes discussed earlier on page 51. While both are ways of reaching a goal or solving a problem, yet intelligence gets a higher frequency of likes (7% likes and 1% dislikes), and tricks get a higher frequency of dislikes (7% dislikes and 2% likes). This difference reveals the value attached to intelligence in contrast to tricky behavior, and indicates a greater interest on the part of children for reading stories containing the former rather than the latter.

Stories dealing with disapproved acts such as ill treatment of the poor and weak, theft, stinginess, carelessness, stupid behavior, greed, gossip, intrusion and poking into other people's conversation or property have a higher frequency of dislikes (5%) than likes (1%).

Stories dealing mainly with animals, their life, characteristics, peculiarities, habits and the like receive a higher frequency of dislikes (27%) than likes (14%) and in the readers they appear in 16% of the total number of stories. However, if we examine the second column in Table II we find that the subcategory of Animals, gets the next highest frequency among the expressed likings by the children.

The same explanation applies here as was mentioned earlier under Table I - Category 1, Leading Characters, namely, that it is probably not the animals themselves that are disliked but the manner of presenting these animals that affects the choices of the children. If the stories had more plot, action and appeal, rather than being descriptive or information-giving, then the picture might change in regard to the children's likes and dislikes.

The rest of the subcategories in Table II, do not stand out in the children's preferences and hence do not warrant individual mention or discussion.

Table III deals with Positive Themes contained in the stories. As mentioned under the section dealing with Procedure, the detailed list of positive themes is rather lengthy, therefore the items are classified and condensed under a few subcategories for the sake of presenting a shorter and more compact picture of positive themes. This it is believed will make presentation of the results easier and simpler. For the more detailed list of positive themes reference should be made to Appendix   ). The four major subcategories into which positive themes are classified are: Humanitarian, Good Social Relations; Approved Personal Characteristics; Religious Behavior; Appreciation and Knowledge.

TABLE III

CONTENT ANALYSIS OF STORIES CHOSEN BY 207 CHILDREN COMPARED WITH
CONTENT ANALYSIS OF STORIES FOUND IN THE NINE SCHOOL READERS

	207 Fourth Grade Lebanese Children				Nine Readers	
Category 3 POSITIVE THEMES	Number of expressed likings for story contain.	Percent of all likings for story contain.	Number of expressed dislikings for story contain.	Percent of all dislik- ings for story cont.	Frequency in nine readers of story contain.	Percent of all stories in read- ers cont.
Humanitarian, good social relations	140	39%	11	16%	80	25%
Approved personal characteristics	118	34%	20	29%	76	24%
Religious behavior	5	1%	0	0%	14	4%
Appreciation and knowledge	91	26%	37	53%	142	45%
Other	0	0%	2	2%	2	1%
	354	100	70	100	314	100

Positive themes contained in stories having the largest frequency
of expressed likings by the children are the following:

	Percentage Frequency of Positive Themes		
	Percent of all likings for story containing	Percent of all dislikings for story containing	Percent of all stories in readers containing
Humanitarian, good social relations	39%	16%	26%
Approved personal characteristics	34%	29%	24%

Stories emphasizing humanitarian behavior and good social re-
lationships get a higher proportion of expressed likings than dislik-
ings. This preference by children also exceeds to a large extent the

relative availability of such themes in stories in the readers. The
weight of preferences for this subcategory has important implications
for those interested in preparing or selecting children's books.
Children of this grade (IVth grade) are impressed by acts which pro-
mote good dealings among people and which are conducive to good social
relationships. The following are the most frequently preferred huma-
nitarian acts and behavior promoting good social relationships. They
are listed in their order of frequency of preference by children.
Charity, honesty and trustworthiness in dealing with other people,
cooperation and fair treatment of others, friendship and sincerity
in friendship, good treatment of family members especially mother
and siblings, politeness and good manners toward others, justiße, sac-
rificing for the sake of others.

The second subcategory under positive themes which gets a
high frequency of preference is the one emphasizing approved personal
characteristics such as industry, promptness, patience, courage,
cheerfulness, etc. The preference for such themes outweighs the ex-
pressed dislikes but not to a large extent. However this percentage
preference exceeds to a great extent the availability in the readers.

The significance of the children's preference for approved
personal characteristics lies in the fact that it indicates to a cer-
tain extent their ideal self-concept and their concept of the good
and ideal child. Such characteristics as intelligence, industry,
courage, humor, contentment, promptness, silence, (arranged in order
of frequency of preference) are among those preferred by children as
revealed in their choices of liked stories.

The above discussion in regard to the high frequency of preference for stories containing humanitarian behavior and approved personal characteristics, confirms further the results of the study by Dr. Najarian[43] mentioned earlier in which she found high correlations between the children's concept of the ideal child and the parents and teachers concept of the same. Children can and do appreciate desirable social values which the adult world tries to impress upon them in various ways including reading, specially if the way of presenting these values appeals to the child's interests and is simple enough for him to comprehend.

Another significant finding to be pointed out under positive themes, is the high percent of expressed dislikes for stories containing themes emphasizing knowledge and information, or which emphasize appreciation of certain facts, information and things. The percentage frequency of this subcategory is as follows:

	Percent of all likings for story containing	Percent of all dislikings for story containing	Percent of all stories in readers containing
Appreciation and knowledge	26%	53%	45%

The percent frequency of dislikes for stories containing appreciation and knowledge exceeds to a large extent the percent frequency of likes. The trend is for children to dislike stories which are purely descriptive or information-giving. They prefer those

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[43] Najarian, P., op. cit.

stories which have a more spectacular theme or which provide more
action and surprise, or which make the child ego-involved or better
identified with the theme. The percent of dislikes expressed for
stories emphasizing knowledge and appreciation also exceeds the per-
cent frequency of such stories found in the readers. On the other
hand the percent of such material in liked stories is half the cor-
responding percentage in the readers which further confirms the
children's dislike for such themes.

A further examination of Table III shows that stories with
themes emphasizing religious behavior receive almost no positive
preferences (1%) and no negative choices (0%) whatever, while 4% of
stories in the readers contain themes dealing with religious behavior.
Children seem to recall very poorly stories dealing with a religious
theme. This agrees with the findings of a current research study
being conducted by Dr. Wayne Dennis in this area of Lebanese children's
concept of values where also the children's responses make little re-
ference to religion. In both studies the school children come from
various religious sects in Beirut.

Table IV, category 4, deals with Negative Themes contained
in the stories analyzed. This category has a much smaller total num-
ber of entries as compared to the total number under positive themes.
This applies both to the children's choices of stories and to the num-
ber of stories with negative themes found in the readers. The trend
is therefore to emphasize positive themes more than negative ones.

TABLE IV

CONTENT ANALYSIS OF STORIES CHOSEN BY 207 CHILDREN COMPARED WITH
CONTENT ANALYSIS OF STORIES FOUND IN THE NINE SCHOOL READERS

	207 Fourth Grade Lebanese Children				Nine Readers	
Category 4 NEGATIVE THEMES	Number of expressed likings for story contain.	Percent of all likings for story contain.	Number of expressed dislikings for story contain.	Percent of all dislikings for story contain.	Frequency in nine readers of story contain.	Percent of all stories in readers cont.
Disapproved social behavior	21	30%	47	23%	26	18%
Undesirable personal characteristics	45	63%	120	59%	99	69%
Other	5	7%	38	18%	17	13%
	71	100	205	100	142	100

The above two negative themes are contained in stories chosen
more often as liked than disliked. Stories with such themes seem to
have impressed the children because of the consequences of the acts
witnessed at the end of the stories. If, as a result of trickyness
a person or animal gets punished or defeated, then the consequences
of such misbehavior are spectacular and impressive to the child. If
as a result of lying, cheating, or greed a child gets punished, whether
the punishment is natural or imposed, then this affords a good lesson
to the character in the story as well as to the reader. However it
is worth pointing out that the total number of expressed likings for
stories with negative themes amount to one third the total number of

expressed dislikings for stories containing negative themes. Hence
the total dislikes for negative themes on the whole is greater than
the total likes.

If we examine the total number of stories under each category
in table I, II, III, which were chosen as liked in column 1, and as
disliked in column 3, we notice that the totals under the column of
liked stories exceeds in every case the totals under the column of
disliked stories. Three explanations might be given here: 1) either
the children recalled stories they liked more readily than stories
they disliked, or 2) there were fewer stories they disliked in the
readers, or 3) they lacked a critical attitude or ability to select
and indicate their dislikes.

The reverse is true under negative themes where the total
number of liked stories is much smaller than the disliked stories,
i.e., more stories with negative themes are disliked than like. But
the absolute number of disliked stories under negative themes remains
to be small when compared to the total number of liked stories selected
by the children in the first three tables.

In general summary of the discussion of Tables I, II, III,
and IV, the following conclusions could be drawn out:

With regard to Leading Characters in Table I, some are shown to
be contained more frequently in liked stories than in disliked ones.
These characters are: Authority figure, family character, simple charac-
ter and lower social classes, and humorous character. Other leading
characters are contained more often in disliked than in liked stories
and these are: Religious character, people of other lands, and animals.

The remaining leading characters are contained in equal proportions in stories chosen as liked and in ones chosen as disliked by the children which indicates no clearcut preference in either direction.

Under Leading Action or Main Content in Table II, there are also two outstanding classifications: First, actions or contents contained in stories which are chosen more frequently as liked than as disliked by the children are: School life, farm life and simple contented life, patriotic behavior, intelligent solution of a problem or dispute, humor and approved acts or behavior. Second, actions or contents contained in stories which receive a higher frequency of dislikes than likes by the children are: Cruelties, torture and war, tricky behavior, disapproved acts or behavior, animals—their life, characteristics, peculiarities and habits.

In addition, there are actions or contents contained in stories chosen by children in almost equal proportions as liked and as disliked, and hence are not discussed separately since they do not reveal any outstanding preference on the part of the children.

Under Table III - or Positive Themes - the highest frequency of liked stories falls into the subcategory dealing with humanitarian acts and good social relations, and second in preference comes the subcategory dealing with approved personal characteristics. The most frequently disliked subcategory is the one dealing with appreciation and knowledge-giving themes.

Under Table IV - or Negative Themes, the highest frequency of liked stories falls into the subcategory dealing with disapproved social behavior. It should not be implied here that the children

enjoy disapproved social behavior, but they indicate a liking for stories where the moral theme of the story or selection shows the evils or bad consequences of disapproved social behavior. This the children appreciate because a value such as good social behavior is emphasized through a negative theme showing the consequences, in almost all cases, of disapproved social behavior. Also in regard to negative themes the total number of stories having a negative theme chosen either as liked or as disliked is smaller compared to the totals under Tables I, II and III. This also is true with stories having a negative theme found in the school readers. The readers, all nine of them, include more stories having a positive theme than a negative one. The children also chose more readily stories with positive themes than negative ones.[44] Whether this is due to the greater availability of such kind of stories or whether children recalled better stories with positive themes cannot be clearly or definitely decided at this point.

Another conclusion that could be drawn out of the results in Tables I, II, III and IV is that children's choices of stories corresponded to a considerable extent with the stories available in the school readers. In a great number of cases the frequency of choices made by the children almost equalled the proportion in which the corresponding sub-category was available in the readers. Hence it could be stated that the children are influenced in their preferences by the available reading material to a large extent.

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[44] In further explanation of the smaller total numbers under negative themes, while filling out the questionnaire a good number of the children indicated that they could not remember a story they did not like. This trend is evident in the total number of stories chosen by the children as disliked, especially under categories 1, 2, and 3, where the total of liked stories chosen by the children exceeds the total number of disliked stories.

Tables V, VI, VII and VIII are intended to give a direct comparison between the stories chosen by the children as liked or disliked and the content of the particular reader they use. As has been mentioned earlier this section is intended to serve as a further guide in finding children's preferences.

Since the main purpose of Tables V, VI, VII and VIII is to provide a check upon the results of Tables I, II, III and IV little or no discussion is needed on the individual items except where the difference between the two sets of tables is great enough to warrant attention.

TABLE V

CONTENT ANALYSIS OF STORIES CHOSEN BY 68 CHILDREN COMPARED WITH CONTENT ANALYSIS OF STORIES FOUND IN THE READER THEY USE

Category 1 LEADING CHARACTER IN THE STORY	Priv.Girls 23 students		Priv.Boys 25 stud.		Govt.Girls 20 stud.		Total No. of expressed likings for story containing Contain.	Total No. of expressed dislikings for story cont.	Percent of all likings for story cont.	Percent of all dislikings for containing	Frequency of stories in reader containing	Percent of all stories containing
	No.of L.	No.of D.	No.of L.	No.of D.	No.of L.	No.of D.						
Authority figure	0	1	20	4	5	0	25	5	23%	7%	7	20%
Professional character and upper social classes	1	0	1	0	2	0	4	0	4%	0	2	6%
Religious character	0	0	0	0	0	0	0	0	0	0	0	0
Child figure	8	1	3	0	9	5	20	6	18%	9%	4	11%
Family character	5	2	1	0	0	0	6	2	5%	3%	2	6%
Simple character and lower social classes	6	4	5	2	9	7	20	13	18%	19%	5	14%
Humorous character	3	0	3	0	1	0	7	0	6%	0	1	3%
People of other lands	0	7	0	0	1	5	1	12	1%	17%	1	3%
Animals	10	9	4	8	11	13	25	30	23%	44%	12	34%
Other	2	1	1	0	0	0	3	1	2%	2%	1	3%
	35	25	38	14	38	30	111	69	100	100	35	100

In Table V we have almost the same picture as in Table I. Below is a comparison of the two tables showing 1) the leading characters which appear more frequently in liked than in disliked stories:

Percentage Frequency of Various Leading Characters

	Table V			Table I		
	in Liked selections	in Disliked selections	in Reader	in Liked selections	in Dis. selec.	in Readers
Authority figure	23%	7%	20%	16%	5%	9%
Family character	5%	3%	6%	4%	1%	5%
Simple character	18%	19%	14%	21%	14%	21%
Humorous character	6%	0%	3%	3%	0%	1%

The only difference between the two tables lies in one of the subcategories, namely Simple character, which shows no special preference one way or the other in Table V while it does show a definite liking by the children in Table I.

The rest of the leading characters listed above indicate agreement between the two tables in the degree in which they appear in liked selections.

2) The leading characters which appear in stories more frequently chosen as disliked than liked are:

Percentage Frequency of Various Leading Characters

	Table V			Table I		
	in Liked selections	in Disliked selections	in Reader	in Liked selections	in Dis. select.	in Readers
People of other lands	1%	17%	3%	3%	6%	2%
Animal characters	23%	44%	34%	30%	46%	34%
*Religious character	0	0	0	.3%	2%	4%

The figures above bring out clearly the agreement between the two tables. The above two leading characters, namely people of other lands and animals appear at a high frequency in stories chosen as disliked by the children in Table V which further confirms the results in Table I. The third subcategory above, namely religious character, cannot be compared because the Reader used by the 3 schools in Table V does not include any stories where the leading character is a religious character.

TABLE VI

CONTENT ANALYSIS OF STORIES CHOSEN BY 68 CHILDREN COMPARED WITH CONTENT ANALYSIS OF STORIES FOUND IN THE READER THEY USE

Category 2 — LEADING ACTION OR MAIN CONTENT	Priv.Girls 23 stud. No.of I.*	Priv.Girls No.of D.	Priv.Boys 25 stud. No.of L.	Priv.Boys No.of D.	Govt.Girls 20 stud. No.of L.	Govt.Girls No.of D.	Total No. of expressed likings for story containing	No.of dislikings for story con.	Percent Total No. of all expressed likings for stories containing	Percent of all dislikings for story con.	Percent of all likings in reader of story containing	Frequency of all stories containing	Percent of all stories containing in reader
Travel	0	0	0	0	0	0	0	2	0	2%	2%	0	0
Adventure	1	0	2	0	2	0	4	0	3%	0	1%	1	2%
Cruelties, torture, war	1	4	1	1	0	0	2	4	1%	3%	3%	1	2%
Dispute, fighting	0	0	0	0	0	3	0	3	0	3%	2%	0	0
Competition	0	2	0	0	0	0	2	0	0	0	2%	1	2%
Home life & family relations	4	3	0	1	6	5	10	9	7%	8%	8%	5	11%
School life	1	0	0	1	1	1	2	2	1%	2%	2%	1	2%
Sports & out-door activities	1	0	2	0	1	0	4	0	3%	0	4%	2	4%
Farm life, simple, contented life	3	0	0	0	3	2	6	2	4%	2%	7%	3	7%
Patriotic behavior	2	0	4	0	0	0	6	0	4%	0	7%	3	7%
Intelligent solution of a problem	2	3	3	0	4	1	9	1	7%	1%	1%	1	2%
Tricky behavior	1	1	0	2	1	2	2	5	1%	4%	4%	1	2%
Humor	19	1	1	0	2	0	27	1	19%	1%	1%	2	4%
Daydreaming, imagination & superstition	1	2	0	0	6	1	7	3	5%	3%	3%	1	2%
Approved acts or behavior	1	1	4	0	6	1	11	2	8%	2%	2%	5	11%
Disapproved behavior	0	1	0	2	0	0	0	3	0	3%	3%	1	2%
Description, knowledge & information-giving	5	12	23	6	6	15	34	33	25%	28%	20%	10	21%
Animals, life, characteristics, habits, etc.	2	3	4	8	7	12	13	23	9%	20%	13%	6	13%
Other	1	1	0	1	0	0	1	2	1%	2%	2%	2	4%
	45	30	49	23	44	43	138	116	100	100	100	46	100

* Key: No. I = Number of expressed likings for story containing.
No. D = Number of expressed dislikings for story containing.

In Table VI, Category 2, Leading Action or Main Content, the following preferences are compared to Table II.

Leading actions or main contents appearing more frequently in stories chosen as liked than in stories chosen as disliked:

Percentage Frequency of Various Leading Contents

	in Liked stories	Table VI in Disliked stories	in Reader	in Liked stories	Table II in Dis. stories	in Readers
* School Life	1%	2%	2%	5%	2%	3%
* Farm Life	4%	2%	7%	4%	1%	6%
Patriotic Behavior	4%	0%	7%	6%	0%	2%
Inteliigent Solution of a Problem or dispute	7%	1%	2%	7%	1%	4%
Humor	19%	1%	4%	11%	.3%	2%
Approved acts	8%	2%	11%	7%	.3%	5%

The above figures show agreement between tables II and VI in 4 out of 6 subcategories. The 4 subcategories, namely, patriotic behavior; intelligent solution of a problem; humor and approved acts, correspond in both tables in the relative frequency in which they appear in preferred stories. "School Life" and "Farm Life" in Table VI do not show an important frequency of appearance in liked stories enough to be compared with Table II.

Leading actions or main contents appearing more frequently in stories chosen as disliked than in stories chosen as liked are the following:

Percentage Frequency of Various Leading Contents

	Table VI			Table II		
	in Liked selections	in Disliked selections	in Reader	in Liked selection	in Dis. select.	in Readers
Cruelties, torture & war	1%	3%	2%	1%	5%	4%
Witty tricks	1%	4%	2%	2%	7%	5%
Disapproved acts	0%	3%	2%	1%	5%	2%
Animals	9%	2%	13%	14%	27%	16%

All the above subcategories appear in disliked selections more often than they do in liked selections relatively equally in both tables I and II.

TABLE VII

CONTENT ANALYSIS OF STORIES CHOSEN BY 68 CHILDREN COMPARED WITH CONTENT ANALYSIS OF STORIES FOUND IN THE READER THEY USE

Category 3 POSITIVE THEMES	Priv.Girls 23 stud.		Priv.Boys 25 stud.		Govt.Girls 20 stud.		Total No. of expressed likings for stories containing ry cont.	Percent of all expressed likings for stoings containing ry contain. story cnt.	Total No. of expressed dislikings forstories for story cnt.	Percent of all dislikings for stoingsfor contain-story cnt. ing	Frequency of story stories containing in reader	Percent of all stories in reader of all der cont
	No.of *L	No.of D	No.of L	No.of D	No.of L	No.of D						
Humanitarian—good social relations	18	0	19	4	18	1	55	51%	5	21%	15	50%
Approved personal characteristics	6	1	9	1	14	3	29	27%	5	21%	6	20%
Religious behavior	1	0	0	0	0	0	1	1%	0	0	0	0
Appreciation and knowledge	3	0	8	0	12	14	23	21%	14	58%	9	30%
Other	0	0	0	0	0	0	0	0	0	0	0	0
	28	1	36	5	44	18	108	100	24	100	30	100

In Table VII, Category 3, Positive Themes, the following are the themes which occur more frequently in stories chosen as liked than in stories chosen as disliked by the children, in both Tables VII and III.

Percentage Frequency of Positive Themes

	Table VIII			Table III		
	in Liked stories	in Disliked stories	in Reader	in Liked stories	in Dis. stories	in Reader
Humanitarian, good, social behavior	51%	21%	50%	39%	16%	26%
Approved Personal Characteristics	27%	21%	20%	33%	29%	24%

The above figures indicate agreement in the relative occurrence of positive themes more frequently in stories chosen as liked than in stories chosen as disliked in both Tables III and VII alike.

The following positive theme occurs more frequently in stories chosen as disliked than in stories chosen as liked: in both table III and VII. Appreciation and knowledge appears in the following percentage frequency in Table VII - 58% in stories disliked, 21% in stories Liked and 30% in Reader. In Table III - 53% in stories disliked, 26% in stories Liked and 45% in Reader. This also shows an agreement in the relative frequency of Appreciation and knowledge in stories chosen as disliked than in stories chosen as liked in both tables.

TABLE VIII

CONTENT ANALYSIS OF STORIES CHOSEN BY 68 CHILDREN COMPARED WITH CONTENT ANALYSIS OF STORIES FOUND IN THE READER THEY USE

Category 4 NEGATIVE THEMES	Priv.Girls 23 stud. No.of		Priv.Boys 25 stud. No.of		Govt.Girls 20 stud. No.of		Total No. No.of		Percent Total No. of expressed likings/dislikings for story containing		Percent of all expressed likings/dislikings for story containing	Frequency of all dislikings in reader of story containing	Percent of stories containing in reader cnt.
	*L	D	L	D	L	D	L	D					
Disapproved social behavior	0	4	0	2	6	5	6	11	35%	19%	11%	2	11%
Undesirable personal characteristics	3	18	0	7	8	14	11	39	65%	66%	83%	15	83%
Other	0	4	0	0	0	5	0	9	0	15	6	1	6
	3	26	0	9	14	24	17	59	100	100	100	18	100

In Table VIII, category 4 - Negative Themes, one theme, namely Disapproved Social Behavior, appears more frequently in stories chosen as liked than in stories chosen as disliked, which corresponds to the findings in Table IV

Percentage Frequency of Negative Themes

| | Table VIII | | | Table IV | | |
	in Liked selections	in Disliked selections	in Reader	in Liked selection	in Disl. select.	in Readers
Disapproved Social Behavior	35%	19%	11%	30%	23%	18%

In general conclusion of the results shown in Tables V, VI, VII and VIII which were used as a further confirmation or check on Tables I, II, III and IV the following points are given:

1) Under Category 1, Leading Characters

a) three out of four leading characters show correspondence in both tables V and I in regard to the relative frequencies with which they appear in stories chosen as liked, these are: Authority figure, Family character and Humorous character.

b) two out of three leading characters show correspondence in both Tables V and I in the relative frequencies with which they appear in stories chosen as disliked, these are: People of other lands and Animals.

c) None of the remaining four subcategories under Leading Characters shows any contradictory results in either table, i.e., they do not show preferences in opposite directions. However,

they may differ in the degree in which they appear in stories either as liked or as disliked.

Therefore the results under Leading Characters in Table V further confirm the results in Table I to a large extent.

2) Under Category 2, Leading Action or Main Content

   a) four out of the six leading contents correspond in both tables VI and II in the degree of relative frequency in which they appear in liked stories.

   b) all of the four leading contents correspond in both tables in the degree of relative frequency in which they appear in disliked stories.

   c) none of the remaining leading contents show any contradictory results in either table, i.e., they do not appear in either liked or disliked stories in opposite directions. The percentage frequencies differ only in very small amounts.

Therefore the results of Table VI further confirm the results in Table II dealing with the same category, namely Leading Action or Main Content.

3) Under Category 3, Positive Themes

   a) the two subcategories - humanitarian and good social relations, and approved personal characteristics - correspond in both tables VII and II in the degree of frequency in which they appear in liked stories.

   b) one subcategory, namely Appreciation and Knowledge, shows correspondence in both tables in the frequency in which it appears in disliked stories.

c) the remaining category, religious behavior, cannot be compared
because it does not appear in the particular reader used by
the three schools on which Tables V to VIII are based.

Hence, again we have general agreement of the results in the
two tables VII and III dealing with Positive Themes.

4) Under Category 4, Negative Themes
   a) one subcategory, namely, Disapproved social behavior, in Table
   VIII corresponds to Table IV in its frequency of appearance in
   liked stories.
   b) the remaining subcategory dealing with undesirable personal cha-
   racteristics corresponds in both tables in that it does not show
   any clearcut preference one way or the other in either table.

Hence we have agreement between the two Tables (VIII and IV)
in regard to Negative Themes.

The above summary of the comparison of the two sets of tables
indicates clearly that there is agreement to a large extent between
them. Since Tables V to VIII were used for the primary purpose of
checking up the results in Tables I to IV, we can safely conclude
that the results in the latter are confirmed in a situation in which
all the children have read all of the stories under study.

Tables IX, X, XI and XII, as has been mentioned earlier (page 38)
show a comparison according to sex, of children's preferences of stories.
100 boys are compared with 107 girls (combining public and private
schools) in an attempt to find out whether or not there are any major

differences in reading interests of Lebanese boys and girls which would warrant attention in the selection or preparation of children's readers at the IVth grade level.

Here again as in the previous eight tables, only those differences which show statistical significance will be pointed out and discussed.

Three types of differences between boys and girls will be pointed out in this comparison:

1) Where both sexes show a liking for stories containing a certain kind of Leading Character, Content or Theme, but where one sex group exceeds the other in the degree in which they show their preference.

2) Where both sexes show a dislike for stories containing a certain kind of Leading Character, Content or Theme, but where one sex group exceeds the other in the degree in which they show their dislike.

3) Where one sex group shows a definite liking for stories containing a certain kind of Leading Character, Content or Theme and the other sex group shows a definite disliking for them, i.e., where there are divergent interests shown by the two sex groups indicating conflicting interests in certain kinds of reading material.

TABLE IX

CONTENT ANALYSIS OF STORIES CHOSEN BY BOYS AND GIRLS FROM THEIR SCHOOL READERS—
A COMPARISON

Category 1 LEADING CHARACTER IN THE STORY	100 Boys				107 Girls			
	Number of likings expressed of all likings for story contain.	Percent of all likings expressed for story contain.	Number of dislikings expressed all dislikings for story containing	Percent of all dislikings expressed for story con- taining	Number of likings expressed of all likings for story contain.	Percent of all likings expressed for story contain.	Number of dislikings expressed all dislikings for story con- taining	Percent of all dislik- ings for story con- taining
Authority figure	34	23%	6	6%	17	10%	4	3%
Professional charac- ter and upper social classes	2	1%	6	6%	3	2%	0	0%
Religious character	0	0%	5	5%	1	1%	0	0%
Child figure	30	20%	19	19%	35	21%	21	17%
Family character	4	3%	0	0	8	5%	2	2%
Simple character and lower social classes	35	24%	16	16%	31	18%	16	13%
Humorous character	4	3%	0	0	5	3%	0	0
People of other lands	0	0	1	1%	1	1%	12	10%
Animals	39	26%	37	38%	56	33%	64	51%
Other	2	0%	8	9%	12	5%	7	4%
	150	100	98	100	169	100	126	100

In Table IX, Leading Character, the following are the subcategories showing a greater degree of preference by one sex more than the other.

Percentage Frequency of Various Leading Characters

	Boys		Girls	
	in Liked stories	in Disliked stories	in Liked stories	in Disliked stories
Authority figure	23%	6%	10%	3%
Simple Character	24%	16%	18%	13%

While both boys and girls show a definite liking for stories having their leading character an authority figure, yet the boys show a greater degree of liking for such stories than the girls. It might be implied here that boys admire a person in authority such as a king, a prince, a judge, a ruler and identify themselves with such figures as their hero more than do girls. Girls do show a liking for this kind of character in stories but not to the same degree as the boys.

Stories having as their Leading Character a Simple character are chosen more often by both sexes as liked than as disliked, but the boys' choices exceed those of the girls.

The following Leading Characters appear more frequently in disliked than in liked selections by both boys and girls, but show a greater degree of dislike by one sex more than the other.

Percentage Frequency of Various Leading Characters

	Boys		Girls	
	in Liked selections	in Disliked selections	in Liked selections	in Disliked selections
People of Other Lands	0%	1%	1%	10%
Animals	26%	38%	33%	51%

Stories or selections having as their Leading Character People of Other Lands appear in stories chosen as disliked to a much greater degree by the girls than by the boys. The story mentioned specifically by many of the girls was the one describing an uncivilized people in a certain part in Africa having a banquet where they eat raw meat and munch the meat while grabbing the piece with both hands. The selection was a purely descriptive one and the illustration a primitive one, which probably increased the repulsive reaction of the girls to it.

As mentioned in the discussion of Table I under this same sub-category (People of Other Lands), the manner in which people of other lands are presented is mainly in a descriptive fashion or of plain information-giving which is disliked by the children, specially by the girls.

Also the dislike for stories having animals as their leading character is greater on the part of the girls than on the part of the boys.

The following leading characters appear in stories chosen as liked by one sex and in selections chosen as disliked by the other, hence they show interests in opposite directions.

Percentage Frequency of Various Leading Characters

	Boys		Girls	
	in Liked stories	in Disliked stories	in Liked stories	in Disliked stories
Professional Character	1%	6%	2%	0%
Religious Character	0%	5%	1%	0%

Stories containing the above two Leading Characters seem to show divergent interests between boys and girls. While the boys show a great deal of dislike for stories including both Professional and Religious characters, the girls show a liking for both and no dislike whatsoever for either.

The rest of the subcategories under Leading Characters do not show important sex differences. In other words they appear in stories chosen both as liked and as disliked to a similar degree by both sexes and therefore do not warrant discussion.

In general the conclusion with regard to boys' and girls' preferences of stories with the various kinds of Leading Characters is that there is a greater trend for the two sexes at this grade level to go in the same direction rather than in opposite directions. The similarities between them seem to be greater than the differences. However this finding cannot be taken as a general conclusion until after we examine the children's preferences with regard to the rest of the types of story contents and themes.

TABLE X

CONTENT ANALYSIS OF STORIES CHOSEN BY BOYS AND GIRLS FROM THEIR SCHOOL READERS - A COMPARISON

Category 2 — LEADING ACTION OR MAIN CONTENT IN THE STORY	100 Boys				107 Girls			
	Number of likings expressed for story contain.	Percent of all likings expressed for story containing contain.	Number of dislikings expressed for story contain.	Percent of all dislikings expressed for story containing contain.	Number of likings expressed for story containing contain.	Percent of all likings expressed for story containing contain.	Number of dislikings expressed for story containing contain.	Percent of all dislikings for story containing
Travel	0	0	3	2%	2	1%	1	1%
Adventure	7	4%	8	6%	7	3%	2	1%
Cruelties, torture, war	1	1%	8	6%	1	.4%	8	5%
Dispute, fighting	0	0	0	0	0	0	7	4%
Competition	5	3%	3	2%	4	2%	5	3%
Home life and family relations	6	3%	1	1%	14	6%	8	5%
School life	8	4%	3	2%	13	6%	4	2%
Sports and out-door activities	7	4%	0	0	5	2%	3	2%
Farm life, simple, contented life	4	2%	0	0	12	5%	2	1%
Patriotic behavior	7	4%	0	0	19	8%	0	0
Intelligent solution of a problem or dispute	16	9%	3	2%	14	6%	1	1%
Tricky behavior	7	4%	10	8%	3	1%	12	7%
Humor	18	10%	0	0	28	12%	1	1%
Daydreaming, imagination and superstition	9	5%	9	7%	7	3%	3	2%
Approved acts or behavior	17	9%	0	0	11	5%	1	1%
Disapproved acts or behav.	0	0%	9	7%	3	1%	5	3%
Description, knowledge and information-giving	47	25%	36	28%	61	26%	59	34%
Animals, life, characteristics, peculiarities, habits, etc.	26	14%	33	26%	32	13%	50	29%
Other	1	1%	2	2%	2	1%	4	2%
	186	100	128	100	238	100	176	100

Under Table X Leading Action or Main Content, the same order of presentation will be followed as under Category 1 Leading Character. The kinds of Leading Action or Contents which appear frequently in liked selections by both boys and girls but which show a greater degree of preference by one sex more than the other, are as follows:

Percentage Frequency of Various Kinds of Contents

	Boys		Girsl	
	in Liked selections	in Disliked selections	in Liked selections	in Disliked selections
Farm Life	2%	0%	5%	1%
Patriotic Behavior	4%	0%	8%	0%
Intelligent Solution of a problem	9%	2%	6%	1%
Approved Acts	9%	0%	5%	1%

Two of the above leading contents, namely Intelligent Solution of a Problem and Approved Acts, appear more frequently in stories chosen by the boys than by the girls. Girls show a liking for these types of contents but to a lesser degree than the boys.

The two types of contents (out of the four listed above) which are shown to be more liked by the girls than by the boys are Farm Life, and Patriotic Behavior.

Only one kind of leading action or content appears significantly more frequently in selections disliked by boys than by girls, and this is,

Percentages Frequency of Various Kinds of Contents

	Boys		Girls	
	in Liked selections	in Disliked selections	in Liked selections	in Disliked selections
Disapproved Behavior	0%	7%	1%	3%

The boys show a greater degree of dislike for selections deal-
ing with disapproved acts than the girls.

The following kinds of leading action or contents appear in
stories liked by one sex and in stories disliked by the other:

Percentage Frequency of Various Kinds of Contents

	Boys		Girls	
	in Liked selections	in Disliked selections	in Liked selections	in Disliked selections
Adveunture	4%	6%	3%	1%
Daydreaming	5%	7%	3%	2%

The above two types of contents show a divergence of interests
in reading between the two sexes. With regard to Adventure we have
an unusual picture. The usual notion is that boys are more adventure-
some and enjoy reading about adventure more than girls, but the results
convey a different picture. While boys show a dislike for stories on
adventure, the girls show a definite liking for them. It might be that
the selections in the readers having adventure as their main content are
not stimulating enough or exciting enough to appeal to the boys. On
the other hand the selections and stories in the readers are short
compared to leisure time stories on adventure which the boys read and
are less spectacular and less stimulating.

The boys show a clear dislike for stories having as their main content daydreaming while the girls show the opposite picture.

The general trends with regard to Table X Category 2 dealing with main contents is similar to what was found under Table IX, Category 1, leading characters, namely that the two sexes seem to follow similar directions (whether with likes or dislikes) much more than opposite directions. They tend to like or dislike certain kinds of contents of stories but to a greater or lesser degree. Their divergent or opposite interests are few, which has an implication for those interested in the preparation or selection of school readers.

However these differences in reading interests may be guideposts for preparing other leisure time reading material where there is a greater degree of freedom in the selection of reading material than is true with school readers.

Under Table XI, Category 3, the only Positive theme appearing more frequently in stories liked than in stories disliked by boys and girls, but showing a greater degree of liking by one group than the other is following:

Percentage Frequency of Positive Themes

	Boys		Girls	
	in Liked selections	in Dislike selections	in Liked selections	in Disliked selections
Approved Personal Characteristics	41%	34%	27%	24%

The boys show a greater degree of liking for stories emphasizing Approved Personal characteristcis than do girls.

TABLE XI

CONTENT ANALYSIS OF STORIES CHOSEN BY BOYS AND GIRLS FROM THEIR SCHOOL READERS - A COMPARISON

Category 3 POSITIVE THEMES	100 Boys				107 Girls			
	Number of likings expressed for story contain.	Percent of all likings expressed for story contain.	Number of dislikings for story con- tain.	Percent of all dislik- ings for story con- taining	Number of likings expressed for story contain.	Percent of all likings expressed for story contain.	Number of dislikings for story con- taining	Percent of all dislik- ings for story con- taining
Humanitarian, good social relations	55	38%	8	25%	85	41%	3	8%
Approved personal characteristics	60	41%	11	34%	58	27%	9	24%
Religious behavior	1	1%	0	0	4	2%	0	0
Appreciation and knowl- edge	29	20%	11	34%	62	30%	26	68%
Other	0	0	2	7%	0	0	0	0
	145	100	32	100	209	100	38	100

The one positive theme appearing more frequently in stories disliked by boys and girls but showing a greater degree of dislike by one sex more than the other is the following:

Percentage Frequency of Positive Themes

	Boys		Girls	
	in Liked selections	in Disliked selections	in Liked selections	in Disliked selections
Appreciation and Knowledge	20%	34%	30%	68%

While both boys and girls show a dislike for the above theme, Appreciation and Knowledge, yet the girls show twice as much dislike for it as do the boys.

Under Table XII, Category 4, Negative Themes, there is no significant divergence in the selections of stories made by boys and girls.

In general summary of Tables IX, X, XI, XII dealing with reading preferences as determined by sex, the following points can be made:

1) In considering which types of leading characters are contained in stories which are preferred by either sex group we have the following picture:

    a) Two leading characters appear in stories liked by both sexes in different degrees - these are

        Authority figure

        Simple figure

    b) Two leading characters appear in stories disliked by both sexes in different degrees, these are

        People of other lands

        Animals

TABLE XII

CONTENT ANALYSIS OF STORIES CHOSEN BY BOYS AND GIRLS FROM THEIR SCHOOL READERS – A COMPARISON

Category	100 Boys				107 Girls			
	Number of likings expressed of all story contain.	Percent expressed of all likings for story containing	Number of dislikings for story contain.	Percent dislik-ings for story containing	Number of likings expressed of all story contain.	Percent expressed of all likings for story containing	Number of dislik-ings for story con-tain.	Percent of dislik-ings for story containing
NEGATIVE THEMES								
Disapproved social behavior	11	31%	14	18%	10	28%	33	26%
Undesirable personal characteristics	21	60%	50	64%	24	67%	70	55%
Other	3	9%	14	18%	2	5%	24	19%
	35	100	78	100	36	100	127	100

c) Two leading characters appear in stories liked by one sex group and in stories disliked by the other in opposite directions - these are:

Professional character

Religious character

d) the rest of the leading characters appear in relatively similar proportions in liked and disliked stories by both sexes.

Since sections a), b) and d) above indicate similarities in the direction in which seven of the leading characters out of a total of nine appear in stories liked or disliked by both sexes, and since section c) above which indicates a divergence of interests includes only two of the leading characters out of the nine, the general trend can be said to show more agreement than disagreement in preferences between the two sex groups.

2) In considering which types of leading contents are preferred by either sex group, we get the following results:

a) Four of the leading contents appear in stories liked by both sexes but in different degrees: These are:

Farm Life

Patriotic behavior

Intelligent solution of a problem

Approved Acts

b) One type of leading contents appears in stories disliked by both sex groups in different degrees. This is

Disapproved Behavior

c) Two leading contents appear in selections liked by one sex
group and in stories disliked by the other in opposite di-
rections, these are:

Adventure

Daydreaming

d) the remaining eleven leading contents, appear in relatively
similar proportions in stories chose as likedand disliked
by both sexes.

Here again, as under leading characters, the general trend is
one of similarity of interests rather than divergence. If we combine
a), b) and d) above, we get a total of sixteen leading contents which
follow similar directions of like or dislike in the choice of stories
made by the two sex groups. The only divergent differences are shown
in two of the leading contents out of a total of eighteen, namely ad-
venture and daydreaming.

3) Under both positive and negative themes no divergence of preferences
are shown - i.e. the preferences go in the same direction whether as
liked or disliked but in different degrees - Hence confirming the pre-
vious conclusions under leading characters and leading contents.

As a result of the comparison made between the two sex groups,
it could be implied that the differences which exist between Lebanese
boys and girls with regard to reading preferences at the IVth grade
level, do not warrant the recommendation of providing separate school
readers specially prepared or selected for either sex group. However

with regard to leisure time reading material, where there is greater freedom of selection on the part of the individual child, and where there is a greater possibility for the diversity of reading material which could be prepared to suit either sex group, in that case the results in Table III might be of help to those concerned in children's literature.

Tables XIII, XIV, XV and XVI are intended to show differences, if any, in reading preferences of Lebanese children according to their socio-economic background. As mentioned earlier, (on page 38) the division according to socio-economic background is done on the basis of the type of school in which the children in the sample are enrolled, namely government or private. It is a rough estimation but is valid to a large extent. Private schools are fee-charging schools and the children who attend them on the whole come from more well-to-do homes. Government schools are free schools and financed by the government and include to a large extent children coming from the lower middle class.

The first part of the questionnaire given to the children provides such information as father's occupation, parents' education and reading habits and books or magazines read, number of rooms in the house, number of family members living in the same house, availability of books, a library or a book-shelf at home, etc.[45] The results in Appendix A show that there is a distinction between

45 See Appendix A.

the social class to which private school children belong and that to which the government school children belong. In addition, information was secured personally through interviews with the school principals about the home background of the children in their particular schools. Their opinion (based on a good knowledge of the children's parents and home background) confirm to a large extent the earlier observation made about the rough distinction between the private school children and the government school children.

The procedure which is followed here in pointing out reading interests as determined by social class is the same as that followed in regard to sex differences.

Presentation rather than discussion and interpretation of results is the manner in which these tables are dealt with.

TABLE XIII

CONTENT ANALYSIS OF STORIES CHOSEN BY PRIVATE AND GOVERNMENT SCHOOL CHILDREN FROM THEIR READERS - A COMPARISON

Category 1 LEADING CHARACTER IN THE STORY	115 Private School Children				92 Government School Children			
	Number of likings for story con- taining	Percent expressed of all likings containing	Number of dislikings for story con- taining	Percent expressed of all dislik- ings containing	Number of likings for story con- taining	Percent expressed of all likings containing	Number of dislikings likings for story containing	Percent of all dis- likings containing
Authority figure	46	28%	10	10%	5	3%	0	0
Professional character & upper social classes	3	2%	6	6%	2	1%	0	0
Religious character	1	1%	0	0	0	0%	5	4%
Child figure	26	16%	8	8%	39	25%	32	26%
Family character	6	4%	2	2%	6	4%	0	0
Simple character and lower social classes	43	26%	19	19%	23	15%	13	11%
Humorous character	8	5%	0	0	1	1%	0	0
People of other lands	0	0	7	7%	1	1%	6	5%
Animals	26	16%	42	42%	69	45%	59	48%
Other	5	2%	6	6%	9	5%	9	6%
	164	100	100	100	155	100	124	100

The following leading characters appear more frequently in stories chosen as liked than in stories chosen as disliked by both private and government school children, but show a greater degree of like by one group than the other.

| | Percentage Frequency of Leading Characters | | | |
| | Private | | Government | |
	in Liked stories	in Disliked stories	in Liked stories	in Disliked stories
Authority figure	28%	10%	3%	0%
Simple character	26%	19%	15%	11%
Humorous character	5%	0%	1%	0%

The figures above show that the private school children show greater preferences for stories containing the three leading characters above than the government school children. Both groups show a definite liking for stories containing authority figure, simple character and humorous character, but the private school children are more inclined to show a greater preference for them.

The following leading characters appear more frequently in stories disliked than in stories liked in the case of both private and government school children, but show a greater degree of dislike by one group more than the other.

| | Percentage Frequency of Leading Characters | | | |
| | Private | | Government | |
	in Liked stories	in Disliked stories	in Liked stories	in Disliked stories
Animals	16%	42%	45%	48%

The follwing leading characters appear more frequently in stories liked by one group and more frequently in stories disliked by the other :

| | Percentage Frequency of Leading Characters | | | |
| | Private | | Government | |
	in Liked stories	in Disliked stories	in Liked stories	in Disliked stories
Professional Character	2%	6%	1%	0%
Religious Character	1%	0%	0%	4%

The remaining three leading characters under category 1, do not show any important difference in frequency whether as liked or disliked by either group to warrant mention.

TABLE XIV

CONTENT ANALYSIS OF STORIES CHOSEN BY PRIVATE AND GOVERNMENT SCHOOL CHILDREN FROM THEIR READERS — A COMPARISON

LEADING ACTION OR MAIN CONTENT	115 Private School Children				92 Government School Children			
	Number of likings for story contain.	Percent of all expressed likings	Number of dislikings for story containing	Percent of all expressed dislikings	Number of likings for story contain.	Percent of all expressed likings	Number of dislikings for story containing	Percent of all expressed dislikings
Travel	2	1%	3	2%	0	0	1	1%
Adventure	8	3%	1	1%	6	3%	9	6%
Cruelties, torture, war	2	1%	10	6%	0	0%	6	4%
Dispute, fighting	0	0	2	1%	0	0	3	2%
Competition	1	.4%	3	2%	8	4%	7	5%
Home life and family relations	6	3%	4	3%	14	8%	5	4%
School life=	12	5%	3	2%	9	5%	4	3%
Sports and out-door activities	9	4%	3	2%	3	2%	0	0
Farm life, simple, contented life	10	4%	0	0	6	3%	2	1%
Patriotic behavior	23	10%	0	0	3	2%	0	0
Intelligent solution of a problem or dispute	8	3%	2	1%	22	12%	2	1%
Tricky behavior	5	2%	15	10%	5	3%	7	5%
Humor	39	16%	1	1%	7	4%	0	0%
Daydreaming, imagination and superstition	8	3%	7	4%	8	4%	5	4%
Approved acts or behavior	10	4%	0	0	18	10%	1	1%
Disapproved acts or behavior	2	1%	11	7%	0	0	3	2%
Description, knowledge and information-giving	78	33%	54	34%	30	16%	41	28%
Animals — life, characteristics, peculiarities, habits, etc.	15	6%	37	23%	43	23%	46	32%
Other	1	.4%	3	2%	2	1%	3	2%
	239	100	159	100	185	100	145	100

The following kinds of leading action or contents appear more frequently in stories chosen as liked than in stories chosen as disliked in the case of both private and government school children, but show a greater degree of like by one group than the other.

	Percentage Frequency of Leading Contents			
	Private		Government	
	in Liked stories	in Disliked stories	in Liked stories	in Disliked stories
Patriotic behavior	10%	0%	2%	0%
Intelligent solution of a problem	3%	1%	12%	1%
Humor	16%	1%	4%	0%
Approved acts or behavior	4%	0%	10%	1%

In the case of both groups, the following kinds of leading action or contents appear more frequently in disliked than in liked stories but show a greater degree of dislike by one group more than the other.

	Percentage Frequency of Leading Contents			
	Private		Government	
	in Liked stories	in Disliked stories	in Liked stories	in Disliked stories
Cruelties, torture, war	1%	6%	0%	4%
Competition	4%	2%	4%	5%
Tricky behavior	2%	10%	3%	5%
Disapproved acts	1%	7%	0%	2%
Animals	6%	23%	23%	32%

Only one leading action or content appears more frequently in liked stories by one group and more frequently in disliked stories by the other, hence showing a divergence of preferences in opposite directions.

	Percentage Frequency of Leading Content			
	Private		Government	
	in Liked stories	in Disliked stories	in Liked stories	in Disliked stories
Adventure	3%	1%	3%	6%

TABLE XV

CONTENT ANALYSIS OF STORIES CHOSEN BY PRIVATE AND GOVERNMENT SCHOOL CHILDREN
FROM THEIR READERS - A COMPARISON

Category 3	115 Private School Children				92 Government School Children			
POSITIVE THEMES	Number of likings expressed for story contain.	Percent of all likings for story contain.	Number of dislikings for story containing	Percent of all dislikings for story containing	Number of likings expressed for story contain.	Percent of all likings for story contain.	Number of dislikings for story contain	Percent of all dislikings likings for story contain
Humanitarian – good social relations	79	42%	7	22%	61	37%	4	11%
Approved personal characteristics	60	32%	11	34%	58	35%	9	24%
Religious behavior	4	2%	0	0	1	1%	0	0
Appreciation and Knowledge	47	24%	14	44%	44	27%	23	61%
Other	0	0	0	0	0	0	2	4%
	190	100	32	100	164	100	38	100

Only one positive theme is contained in stories more frequently chosen as disliked by one group than the other, as follows:

Percentage Frequency of Positive Themes

	Private		Government	
	in Liked stories	in Disliked stories	in Liked stories	in Disliked stories
Appreciation & Knowledge	24%	44%	27%	61%

The rest of the positive themes do not show important difference in the choices made by either private or government school children to warrant pointing out or discussing. In other words the likes and dislikes correspond to a similar degree and hence do not indicate any difference in selection by either group.

TABLE XVI

CHOSEN

CONTENTS ANALYSIS OF STORIES BY PRIVATE AND GOVERNMENT SCHOOL CHILDREN
FROM THEIR READERS - A COMPARISON

Category 4	115 Private School Children				92 Government School Children			
	Number of likings expressed for story contain.	Percent of all likings for story contain.	Number of dislikings for story con- taining	Percent of all dislik- ings for story con- taining	Number of likings expressed for story contain.	Percent of all likings for story contain.	Number of dislikings for story contain.	Percent of all dislik- ings for story containing
NEGATIVE THEMES								
Disapproved social behavior	3	14%	27	27%	18	37%	20	19%
Undesirable personal characteristics	15	68%	59	58%	30	61%	61	59%
Other	4	18%	16	15%	1	2%	22	22%
	22	100	102	100	49	100	103	100

Under negative themes, one difference, stands out clearly
and that is concerning the subcategory dealing with disapproved social
behavior

Percentage Frequency of Negative Themes

	Private		Government	
	in Liked stories	in Disliked stories	in Liked stories	in Disliked stories
Disapproved social behavior	14%	27%	37%	19%

The figures above indicate a clearcut dislike on the part
of the private school children as compared to a clearcut like by the
government school children.

In summary of the results in Tables XIII,XIV,XV,XVI, the
following conclusions are given :

1)
1) Under category Leading Characters

    a) Three of the leading characters appear in liked stories by
both private and government school children, but one group
showing a greater degree of like - these are : authority figure

                                     simple character

                               Humorous character

    b) one of the leading characters appears more frequently in
stories disliked by both groups, but one group showing a
greater degree of dislike - this is :

        Animal character

c) Two leading characters show divergence of preferences by
both groups in opposite directions - these are :

Professional character

Religious character.

d) The remaining three leading characters do not show important
differences in preferences between the two groups to
warrant mention.

From the above summary it appears that only the two leading
characters under section c) show divergence of interests in opposite
direftions - the other seven out of the total of nine leading characters
show preferences in similar directions.

2) Under Category 2, Leading Contents
a) Four of the leading contents appear more frequently in liked
stories chosen by both groups, but in different degrees,
these are :

Patriotic behavior

Intelligent solution of a problem

Humor

Approved acts or behavior

b) Five of the leading contents appear more frequently in dis-
liked stories by both groups, but in different degrees,
these are :

Cruelties, torture and war

Competition

Tricky behavior

Disapproved acts

Animals

c) One leading content shows divergence of preferences in
   opposite directions, this is :

   Adventure

d) The remaining eight leading contents do not show important
   differences in preferences between the two groups to warrant
   mention.

Since only one out of the eighteen leading contents shows a
divergence of preferences in opposite directions by both groups, it can
be concluded that in regard to leading contents the similarities bet-
ween private and government school children's preferences exceed by far
the differences.

Under positive themes one subcategory appears more frequent-
ly in stories chosen as disliked by both groups, but in different
degrees, and that is : Appreciation and knowledge.

The remaining three positive themes do not show any important
difference in preference to warrant mention. In other words, again
the similarities between the two groups in regard to positive themes

far exceed the differences.

Under Negative Themes one of the two subcategories shows a clearcut divergence of preferences by both groups in opposite directions - and that is : Disapproved Social Behavior - The other subcategory does not indicate any clearcut preference one way or the other.

From the summary of the four categories in Tables XIII to XVI given above, it becomes clear that the results do not reveal important differences in reading preferences by private and government school children in our sample. The differences are much less than the similarities throughout the table.

It should not be implied that in making such a comparison between private and government school children the purpose is te recommend preparing or selecting separate school readers. The comparison however, was mainly for the purpose of finding out whether the social class to which the children belonged influenced or affected their reading preferences. Although this study does not claim to have final conclusions, but the results point toward a general trend of agreement rather than disagreement in regard to reading preferences among IVth grade Lebanese children, in both private and government schools, as far as school readers are concerned.

Supplementary information on Children's Reading Interests
Specially in regard to Leisure or Voluntary Reading

As stated under Method of Approach (on page 2) an attempt
was made to gather supplementary information through the same question-
naire given to the fourth grade school children. This information deals
more with the free-leisure time reading of the children and not speci-
fically with the school readers.

The information that is supplied here is presented and dealt
with in a general fashion. This information deals with the following
points:

1) Fear-arousing themes in readings as reported by boys and girls.

2) Whether or not children do any leisure reading in their free
time.

3) The kinds of reading material read and enjoyed other than
school readers, giving the names of actual books, stories
or magazines preferred, and reasons given for reading them.

4) The books the children would like to be given as a present
(see question 10 of the questionnaire - Appendix C)
and reason for their choice.

5) Length of story preferred, and reasons for preferring long
or short stories.

As indicated above, one of the questions in the questionnaire
given to the children in our sample provides the kind of stories or

themes in their readings in general which caused them fear. Table XVII gives the results of this aspect of the questionnaire.

The results presented in   Table XVII are divided on the basis of sex (The sample includes 100 boys and 107 girls) in order to find out whether there exists any difference between boys and girls in regard to themes feared. However the main weight of the findings will center on the general trend of all the children at the IVth grade level representing the age range roughly between 9-13 years.

The table should be read as follows : The first column gives the number of times each of the feared themes was mentioned by the boys. The total of the column, 77 represents the total number of feared themes mentioned by the boys, out of the 77 feared themes 20% (see second column) were fear of wild animals, 27% were fear of killing, crime, war, cruelties, torture, and so on. The third column shows the number of feared themes by the girls, with a total of 106 feared themes. Out of the 106, 29% (col. 4) were fear of wild and fierce animals, 12% were fear of killing and crime and so on. The fifth column gives the total number of feared themes by both sex groups with a total of 183. Out of the 183, 25% were fear of wild animals, 19% were fear of killings, crime, war and so on.

Table XVII — Kinds of reading contents arousing fear in children, divided according to sex groups

	Boys		Girls		Totals	
	No.	%	No.	%	No.	%
Wild,fierce animals	15	20	31	29	46	25
Killing,crime,war, cruelties,torture,etc	21	27	13	12	34	19
Ghosts,giants,devil	10	13	12	11	22	12
Dangerous and wild adventure	9	12	19	18	28	15
Thieves,gangs who go rading and stealing at night	8	10	4	4	12	7
Death	5	7	7	7	12	7
Orphans	0	0	5	5	5	3
Fearful dreams	2	3	4	4	6	3
Darkness, night	1	1	4	4	5	3
Miscellaneous	6	7	7	6	13	6
	77	100	106	100	183	100

The above figures show that wild animals are feared by both boys and girls, but much more so by the girls than by the boys. Killing, crime, war, cruelties, etc, are among the greatly feared themes by boys. The boys mention these twice as often as the girls. Stories including ghosts, giants, the devil and such superstitious characters are feared by both boys and grils almost equally. Stories of dangerous adventure are more feared by the girls than by the boys. Stories about

thieves, gans, etc. are more mentioned by boys as feared than by girls. Probably the boys read more of them, and being more exposed to them have more experience with them and hence fear them more. Death is equally feared by both groups.

The rest of the feared themes have a low frequency of mention. These are: orphans, fearful dreams, darkness, fire, etc.

77 boys out of 100 mentioned feared themes, and 106 girls out of 107 mentioned feared themes. The boys were reluctant (while filling the questionnaire) to answer the question on feared themes, and many of them said "we are not afraid of any thing," and refused to give any answer to this question. They felt it was an insult and humiliation to them to show fear of anything. The girls, though, more often gave an answer to this question and expressed their fear freely.

In answer to the question whether the children did any free leisure reading, the following were the results:

64 Boys said that they read during their leisure time, 14 said, they did not, the remaining 22 did not give an answer. 100 girls said they read during their leisure time, and 7 said they did not. This indicates that more girls than boys were interested in reading other than school readers. The boys read less than the girls during their leisure time.

Type of Leisure reading done by the boys including

names of actual books, stories and magazines mentioned :

Boys Leisure Reading - listed in their order of preference

No. of boys mentioning story or book

Sameer - a children's magazine	57
Sindebad - children's magazine	54
Magazines in general - not specified	31
Dunia al-Ahdath - a children's magazine	11
A Thousand and One Nights	9
History and biographies of historical figures	9
Newspapers	9
Tarzan - adventure	7
Zarzour -	5
Gulliver's Travels	4
Ali Baba and the 40 Thieves	4
Comics	4
Stories about Jeha	4
Antar and Abla	3
Geography	3
Ala' ud-Din	3
Others	

Girls Leisure Readings - listed in their order of preference

Sindebad - a children's magazine	30
Sameer - a children's magazine	27
Magazines in general	27
Dunia al-Ahdath	17
School Books	12
Zarzour	11
History - and biographies	10
Newspapers	9
Cinderella	8
The Wild Seagulls	6
A Thousand and One Nights	3
Biology books and general science	3
Tarzan	2
Geography	2
Shakespear's plays (translations)	2
Others.	

Some reasons given by the children for preferring certain kinds of books or stories : listed in their order of frequency of mention :

1) "Because they are humorous" highest mention.

2) "They improve my reading, spelling and composition".

3) "They show courage, adventure and heroism"

4) "They teach us good manners"

5) "They are interesting".

6) "They teach us honesty".

7) "They teach us history".

8) "They are beneficial".

9) "Increase our information".

The above reasons were typical of the answers given by the children for preferring certain types of reading.

In answer to the question in the questionnaire sheet, If a friend or relative wished to present you with a book and asked you to choose one, which book would you choose?" - the following were the preferred books and magazines mentioned in their order of preference by all the children :

1) Sindebad

2) Sameer

3) A Humorous book

4) An Arabic book

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5) A Thousand and One Nights.

6) A history book about the history of our country and ancestors

7) A book with pictures.

8) Tarzan.

9) A French Book.

10) A School reader

and others.

As regards the length of story preferred, the greater mqjority of both boys qnd girls preferred long stories more than short ones.

	Boys	%	Girls	%
Long stories	75	83	67	62
Short Stories	16	18	40	37
	91	100	107	100

The figures qbove show that the boys prefer long stories to short ones much more than the girls, although the latter do show a definite preference for long stories but not to the same degree as the boys.

The following reasons were given by both boys and girls for preferring long stories : listed in their order of frequency of mention :

1) "More entertaining than short stories"

2) "More beneficial".

3) "Takes longer time to finish," (Passes away time).

4) "Keeps me interested".

5) "They are more complete than short stories".

As to the number of pages the story is preferred to be, there was a very wide range given by children - which indicates that the concept of length differs a great deal with different children. However the reasons given are better criteria to judge a story preferred by a child, rather than the actual number of pages. If the story maintains the interest of the child, is entertaining, is complete and so on, it seems to be liked by the child and the concept of the length of the story becomes relative.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This study has attempted: (1) to make a content analysis of
stories and selections found in the school readers to determine the
percentage frequency of the different types of contents, leading
characters, and themes which are made available to the fourth elementary
grade. (2) to find out Lebanese children's freely expressed likes and
dislikes of stories and selections found in their school readers, and
(3) to gather supplementary information about fear-arousing stories
and themes, and leisure reading interests of children.

1.- The Leading Characters, Leading Contents, Postive and
Negative themes appearing most frequently in stories in the nine
school readers analyzed are the following :

	High frequencies in stories in the nine school readers
Leading Characters :	Animal characters
	Simple characters and lower social classes
	Child figures
Leading Contents :	Description, knowledge and information-giving
	Animals

Positive Themes :   Appreciation and knowledge

                                            Humanitarian,good social relations

                                            Approved personal characteristics

Negative Themes :   Undesirable personal characteristics

                                            Disapproved social behavior

2.- The following Leading Characters, Leading Contents, Positive and Negative Themes appear in high frequencies in stories chosen as liked or disliked by the children :

	High frequencies in stories chosen as LIKED	High frequencies in stories chosen as DISLIKED
Leading Characters :	Authority figure	Religious character
	Family character	People of other lands
	Simple character	Animals
	Humorous character	
Leading Contents :	School life	Cruelties,torture,war
	Farm life	Tricky behavior
	Patriotic behavior	Disapproved acts
	Intelligent solution of a problem	Animals
	Humor	
	Approved acts	
Positive Themes :	Humanitarian,good social relations	Appreciation and knowledge
	Approved Personal characteristics	
Negative Themes :	Disapproved social behavior	

The types of contents appearing in liked stories are:
School life; farm life; patriotic behavior; intelligent solution of
a problem; humor; and approved acts.

School represents a highly respected and esteemed social insti-
tution and an expressed liking for school life by children represents
highly valued and desirable behavior. Farm life represents familiar
aspect of the daily experience of the child and hence is attractive
and appeals to his interests. Patriotic behavior expressed in the
love of one's country and self-sacrifice for its welfare is highly
valued and liked by the children.

This type of content could be made use of by including stories
of heroes who sacrificed a lot for the welfare of their countries.
Intelligence used in the solution of problems and disputes is very much
liked by children. This is a characteristic which is highly esteemed
by the culture and children are aware of this fact. Humor is another
type of content which receives a significantly clear-cut preference as
contrasted to almost nil dislikes. Its wider inclusion in school
readers is highly desirable and conducive to improving the reading
habits and skills of children. Approved acts, representing a social
value are also significantly liked by the children and hence highly
desirable for inclusion in readers.

Among the types of contents appearing in disliked selections
by children are cruelties, torture and war. Obviously these are

The high frequencies of expressed likings or dislikings for certain types of characters, contents and themes should serve as a guide in the future preparation of school readers. Authority figures representing a benevolent and good person in authority are highly desired by children, so are family characters, simple characters and humorous characters. Since these are shown to be definitely liked by children to a significant level, then their inclusion to a greater degree in a variety of interesting stories will attract children more to their school readers.

On the other hand children show a definite dislike for religious characters. These could be reduced or eliminated. People of other lands have also appeared in disliked stories to a significant degree, yet they have a low frequency in the nine readers.

However, the manner in which these people are presented in the few selections is not appealing. Hence the advisability of making such characters more appealing by presenting them in an interesting manner. Although animal characters appear more frequently in disliked stories yet they appear in a large number of stories chosen as liked. This leaves some doubt as to whether animals as such are disliked. Probably it is the manner in which these animals are presented which makes them more disliked than liked. Here it is recommended that further study of the influence of style of presentation upon the expressed likes and dislikes of children be made.

repulsive to children and provide disturbing reading material which children avoid rather than seek. Tricky behavior resorted to in the reaching of one's goals, is disliked, in contrast to intelligence used in reaching one's goals. Disapproved acts in stories are disliked by the children and therefore could be minimized in school readers.

Selections conveying information and knowledge are among the contents which have the highest frequencies in the readers, at the same time such stories are chosen often by children as liked and as disliked, but more often as disliked than liked. This proportionately high frequency of likes and dislikes for informational selections shows that they can be either liked or disliked depending probably on the way they are presented or written. The fact that they are more disliked than liked gives stronger evidence of this conclusion.

If it is considered by educators, school administrators and authors of textbooks, that the passing on of information and knowledge is an important function of school readers, then this information and knowledge should be so presented as to make it more appealing to children. This does however involve further research dealing with the style and form in which informational selections are written. It would be interesting to find out whether Uhl's results on informational selections would be confirmed if a similar study were carried out with elementary school children in Beirut.

The positive themes that are most liked are humanitarian acts

and good social relations. This can be taken advantage of in conveying the desirable social values highly esteemed by the Lebanese culture. Approved personal characteristics also appear in more liked stories selected by children. Again this can be well emphasized in the readers to serve the double purpose of attracting children to read, at the same time conveying desirable characteristics which children will learn to respect and esteem. The one positive theme which appears more often in disliked than in liked stories is appreciation and knowledge which is presented mainly in descriptive form and hence they lack action and plot.

The one negative theme appearing more often in liked stories is disapproved social behavior. What is liked about these stories is not the disapproved behavior itself but the way it is punished and the consequences of such behavior.

An important fact that should be pointed out in regard to negative themes is that the total number of stories with negative themes chosen by children is relatively smaller than the total number of stories under any one of the other three categories of characters, contents and positive themes.

However the total expressed dislikings for stories with negative themes is larger than the total expressed likings for them. Similarly the stories with negative themes in the nine readers is a relatively small part of the total number of stories. This indicates (1) a definite

trend in the school readers of emphasizing positive rather than negative themes and (2) a corresponding trend in the choices made by the children which confirms the influence of availability upon the children's preferences.

An important point to bring out is the children's inability to recall disliked stories and in several cases refusal to express their dislike for stories. This fact results in a relatively smaller total number of disliked choices as compared with the total liked choices. Two explanations for this can be given : either (1) the children like their readers on the whole and show relatively fewer dislikings and more likings for stories contained in them; or (2) the children lack the ability to make a critical selection because they are exposed to a very limited variety of children's books both in and outside of school.

In this instance, the case for the provision of a wider variety of content in the school readers is even stronger. Much more so is the need for the provision of a larger variety of outside reading material for children to meet their varied needs. Thus, when children are exposed to a wider variety of reading material at their level of understanding and interest, they develop the ability for critical selection, and can express their preferences more freely and efficiently.

The results just presented are further confirmed in three different schools by a more direct comparison between the content of stories chosen by children and the contents of the one reader they all use.

The results of the tables de ling with preferences of the two sexes show a general trend of similarity and agreement rather than difrence in the choices of stories from the readers as liked or disliked by both boys and girls. These results indicate that as far as school readers are concerned there are no prominent sex differences in prefbrences sufficient to warrant the recommendation of preparing or selecting separate readers for each sex group.

Similarly the results of the tables dealing with reading preferences as determined by social class do not show major differences in the choices of children in private and government schools in our sample.

3. The supplementary information provided by the questionnaire used in this study gives the following results:

1) In regard to fear-arousing stories or themes, the following are most frequently mentioned: Wild and fierce animals; killing, crime, war, cruelties, torture, etc.; ghosts, giants, devils; dangerous and wild adventure.

2) Both boys qnd girls in the sample indicate that they read during their leisure time, but a greater proportion of girls than boys do so.

The data show close agreement between the boys' and the girls' choices of outside leisure reading. Most probably the main reason for this close similarity of choices is that children's magazines and books

are very few and almost all that children at this age can get hold of
as reading material in Arabic.

The great majority of both boys and girls preferred the long
story. However there was a wide range in the number of pages which
are preferred. The range was from one page to over 300 pages. The
concept of length seems to be relative to the individual child.

This study of school readers as compared with the children's
expressed interests deals with one elementary school grade of Lebanese
children. It is hoped that similar studies will be made of other
grades on the elementary level, as well as on the secondary and college
levels, in order to find the children's interests in reading at each
successive stage of development, and thus provide a continuum of in-
teresting reading material for Lebanese children, hence insuring to a
large extent the consistent growth and improvement of the reading skill
of the average child.

It is believed that on the basis of the findings reached by
this study, it will be possible in the future to prepare or select
readers for the fourth grade level which will provide more interesting
material, and which will be more eagerly read by the pupils. It is
therefore also believed that as a result of this eagerness to read their
school readers, the pupils's general orientation and attitude toward
reading will be more positive and conducive to successful experiences

in reading, and hence to general improvement of their reading skill, which is the aim of this thesis and the assumption on which it is based.

APPENDIX A

Appendix A

DESCRIPTION OF THE SAMPLE OF SCHOOL
CHILDREN

Below is a description of the home background of both private
and government school children in regard to the following points:
1) Father's occupation; 2) Number of rooms in the house; 3) Number
of the family members living in the same house; 4) Parents' leisure
reading (whether father and mother read in their leisure time) and
the kind of literature they read; 5) whether or not there is a book
shelf in the house.

Private School Children

1) Father's Occupation

Merchant	42
Teacher	8
Employee in a company	5
Clerk	4
Doctor, medical	4
Does not work	4
Has a Patisseite or sweets shop	4
Engineer	3
Director of stores	2
Health Inspector	1
Inspector in the Surete Generale	1
Inspector in Electricity Co.	1
Owns venetian blinds industry	1
Owns factory	1
Owns a benzine station	1
Land owner	1
Head of a department in the government	1
News attache in a legation	1
Judge	1

Father's occupation (con'd)

Legal consultant	1
Ministry of Justice	1
Colonel in the Police service	1
Dentist	1
Money Exchange	1
Assistant in operating room in hospital	1
Secretary	1
Building contractor	1
Electrician	1
Gardner	1
Has a grocery	1
Has a restaurant	1
Agriculture	1
Accountant	1
Car Co.	1
Broker	1
Taylor	1
Driver	1
Soldier	1
Mason	1
Police man	1
Has a coffee house	1
Butcher	1
Upholsterer	1
Works at National Lottery	1
Dead	1

2) Number of rooms in the house : Average 5 rooms
                                    range   2-12

3) Number of family members living in the same house: Average 7 members
                                                       range 3-15

4) Parents' Leisure reading:

	Fathers		Mothers	
	Read	do not read	read	do not read
	86%	14%	87%	13%

The kind of literature which the parents read during their leisure include:

Books - a wide variety of books including English, French, Arabic books; scientific books and stories.

Magazines - over 14 kinds of magazines were mentioned including Arabic and English magazines.

Newspapers - over 15 kinds of newspapers were mentioned, Lebanese and foreign.

5) Bookshelf available at home : 90% said yes there is one
                                  10% said not there is none.

GOVERNMENT SCHOOL CHILDREN

1) <u>Father's Occupation</u>

Driver	10
Carpenter	7
Worker in Municipality	5
Shokeeper	5
Garcon in restaurant	5
Shoemaker	5
Merchant	4
Soldier	4
Taylor	4
Butcher	4
Baker	3
Cook	3
Blacksmith	3
Employee in a co.	3
Father dead (older brother, uncle or mother provide)	3
Policeman	2
Unemployed	2
Clerk	2
Grocery shop	2
Telephonist	2
Electrician	2
Goes around touring the streets grinding burghol	1
Mason	1
Barber	1
Mechanic	1
Gardner	1
Paints buildings	1
Porter	1
Foreman in hospital	1
Sells milk	1
Office boy in a govt, school	1
Sells cold drinks	1
Makes leather trunks	1

2) Number of rooms in the house: Mean 3 rooms
range 1-5

3) Number of family members living
in the same house: Mean 8 members
range 4-13 members.

4) Parents' Leisure reading:

    Father :   Read during their leisure   76%
                     do not read during   "   24%

    Mother :   Read during their leisure   47%
                     do not read during leisure   53%

Kind of literature parents read:

    Books: very few mention books, except for story books

    Magazines: 40 mentioned magazines being read by parents

    Newspapers: about 40 mentioned newspapers being read by parents

    Religious scriptures: 3.

5) Presence of bookshelf at home   62% said yes they have one
                                       38% said no they do not have one.

APPENDIX B

A DETAILED DESCRIPTION OF THE SUBCATEGORIES INTO

WHICH THE ANALYSIS OF THE STORIES FELL

Category 1, LEADING CHARACTER IN THE STORY

   Authority figure
    (King, prince, ruler, government official, soldier)

   Professional character and upper social classes
    (Doctor, artist, teacher, pilot, actor, rich man,
    merchant.)

   Religious character
    (God, Christ, Nun, preacher)

   Child figure
    (Girl, scout, student child.)

   Family character
    (father, mother, sibling, grandparent)

   Simple character and lower social classes
    (Worker, farmer, shepherd, hunter, barber,
    servant, beggar, street cleaner)

   Humorous character

   People of other lands

   Animal character
    (domestic and wild animals)

   Other
    (traveller, thief, friend, martyr, hero)

Category 2, LEADING ACTION OR MAIN CONTENT IN THE STORY

   Travel

   Adventure

Cruelties, torture and war

Dispute, fighting between two people or animals

Competition

Home life and family relations

School life

Sports and out-of-door activities, play,
    picnics, scouting, hunting, fishing.

Farm life, village life, simple contented life

Patriotic behavior

Intelligent solution of a dispute or problem.

Tricky behavior

Humor

Daydreaming, superstition and imagination.

Approved acts and behavior
    (Honest deed, moral courage, sacrifice, giving
    cooperation, ambition, arab hospitality, courage
    and strength, service: professional and religious)

Disapproved acts and behavior
    (Ill treatment of the poor, weak and beggars, theft,
    stinginess, carelessness, stupid behaviorm greed,
    gossip, intrusion and poking into other people's
    conversation or property)

Description, knowledge and information-giving:
    (Nature, creation, holidays, city life, poverty,
    weaknessm diseases their cause and results,
    microbes, health, hygiene, other Arab countries,
    insects, the human body, public service, civics,
    inventions, echo, medical discoveries, home,
    decoration, food and nourishment, primitive people
    and how they live, friendship, biography, artistic
    talent, manual work or craftsmanship, air flight,
    ethics, letter writing, toys and possessions,
    historical events, etc.)

Animals - characteristics, peculiarities, habits,etc.)

Other (punishment and reprimand, imitation of adult
figures, monologues, etc.)

Category 3, POSITIVE THEMES

Humanitarian - good social relations with other people.
Charity, giving alms, kind-heartedness to the poor
and weak
Helping others in danger
Justice and benevolence - good judgement, an impartial
intelligent judge or ruler.
Hoest and trustworthy dealings with other people
Moral courage
Sincerity to friends, fidelity to animals
Gratitude - remembering and returning the good deed
Fair give and take "do unto others who you would
like others to do unto you."
Magnanimity and forgiveness of others.
Love and good treatment of parents and siblings and
spouse
Generosity in giving to others.
Obedience of elders
Self-sacrifice for the sake of other, martyrdom for
the sake of freedom.
Good manners and politeness in dealing with others
Respect for other people's property.
Sharing toys and other possessions among children
Civic responsibility and social ethics
Gentleness
Unity is strngth
Hospitality to strangers and guests.
Services rendered to others, professional and
otherwise.
Approved Personal characteristics
Patience
Promptness, making quick decisions.
Silence
Foresight
Unaggressiveness
Independence and self-reliance
Courage and boldness, courage in adventure and in
defense.
Cheerfulness, smiling
Self-respect
Wisdom
Industriousness and hard work.

Intelligence and wit in solving problems
Contentment
Humor
Imagination and daydreaming

Religious behavior   and
Faith in God, his omnipotence that he gives and
    strength to the poor and the weak.
Obedience to God's commands.
Preaching
Respect for God's servants on earth.
Religious history
Thanksgiving and praise to God for his marvellous
    creation
Fear of conscience

Appreciation and knowledge of
School life, of knowledge and of learning
Farm life and farming and the simple life
The beauty of nature
Out-of-door life, picnics, sports, scouting
People's values differ
Our country Lebanon, its history
Other Arab countries
Maternal love and sacrifice
The value of time
People of other lands, their lifem habits, customs,etc.
Human body
Animals, domestic useful and wild.
Inventions and discoveries (medical,technical,etc.)
Food and nourishment
Hygiene and cleanliness - prevent disease.
Artistic talent and art.
Perfecting one's work.
Taking good care of possessions and appreciation of
    one's property,
Other.

Category 4. NEGATIVE THEMES

Disapproved social behavior
Illl treatment and disobedience of parents
Ill treatment of animals
Cruelty, killing and crime
Ill treatment of beggars
Racing and gambling
Fear
Truency

Blind imitation of others
Unhygienic habits and conditions
Emigration causes unhappiness
The law of the jungle
Intrusion - interference into other people's
    businessm and property.
Professional opportunism
Unfair and partial judgement.
Bad intentions against others.
War and dispute bring destruction
Disregard for little or weak things

Undesirable personal characteristics
    Laziness
    Dishonesty, lying and stealing
    Stinginess
    Trickyness, changeableness, weak character
        the center of derision and laughter
    Daydreaming
    Stupidity and ignorance
    Pride and boastfulness and self-praise
    Dependence on others
    Deceipt
    Selfishness
    Jealousy
    Grumbling
    Greed
    Bad manners and impoliteness
    Recklessness and carelessness
    Talkativeness
    Gossip
    Ingratitude to nature's gifts and to others
    Injustice and partiality
    Insincerity
    Obstinacy
    Unkindness, hard-heartedness and lack of charity

Other
    God's punishment
    Fear of the Unknown
    Heresey
    Mysery and unhappiness
    Time lost is lost for ever.
    Money and riches trouble the mind and bring worry
    Haste makes waste
    Empty things sound loudest.
    Unreal superstitious stories uninteresting
    Wild and fierce harmful animals.

APPENDIX C

TRANSLATION OF THE QUESTIONNAIRE INTO ENGLISH

Name: Age: Sex: Nationality:

Name of school: Class:

What is your father's occupation?

Does your father read during his leisure time?

Does your mother read during her leisure time?

What books or magazines do they read?

Is there a bookshelf or library in your house?

Of how many rooms does your house consist?

Of how many members does your household consist?

What is the name of the Arabic reader which you studied last year?

What is the name of the Arabic reader which you are studying this year?

1) The story which I liked best in my Arabic reader last year and still
     enjoy reading is:

   I like reading it because:

2) The story which I did not like in my Arabic reader last year is:
                               it
   I dislike reading because:

3) I like reading most about:

   I like reading it because:

4) I dislike reading most about:

   I do not like reading it because:

5) Have you come across some stories which aroused fear in you?

   What are these stories?

   Why did they arouse fear in you?

6) The story which I like reading best in my Arabic reader this year is:

   I like reading it because:

7) The story which I dislike reading most in my Arabic reader this year is:

   I dislike reading it because:

8) Do you read books other than your school reader?

   Mention the name (s) of the books which you enjoy reading?

   Why do you enjoy reading them?

9) Do you prefer the long or the short story?

   How many pages do you prefer the story to be?

10) If a friend or a relative wished to present you with a book and asked you to make the choice, which book would you choose?

   Why would you choose that book?

الاسم: العمر: السنة   الشهر   اليوم

صبي أو بنت: الجنسية: المدرسة: الصف:

ماذا يشتغل ابوك ؟

هل يطالع ابوك الكتب والمجلات في اوقات فراغه ؟

هل تطالع امك الكتب والمجلات في اوقات فراغها ؟

ما هي الكتب والمجلات التي يطالعها ابوك وامك ؟

هل يوجد مكتبة للكتب في بيتكم ؟   على كم غرفة يحتوى بيتكم ؟

ما هو عدد افراد العائلة في بيتكم ؟

ما هو اسم كتاب القراءة العربي الذى تعلمت فيه السنة الماضية ؟

ما هو اسم كتاب القراءة العربي الذى تتعلم فيه هذه السنة ؟

١ـ القصة التي اعجبتني كثيرا في كتاب القراءة العربية الذى تعلمت فيه السنة الماضية

واحب قراءتها دائما هي :

احب قراءتها لانها :

٢ـ القصة التي لم تعجبني ابدا في كتاب القراءة العربية الذى تعلمت فيه السنة

الماضية هي :

لا احب قراءتها لانها :

٣ـ احب ان اقرأ كثيرا عن : (اعط امثلة)

احب قراءتها لانها :

٤ـ لا احب ابدا ان اقرأ عن : (اعط امثلة)

لا احب قراءتها لانها :

٥ـ هل تعرفت الى بعض القصص التي سببت لك الخوف ؟

ما هي مواضيع هذه القصص؟

لماذا اخافتك ؟

٦ـ القصة التي اعجبتني قراءتها في كتاب القراءة العربية هذه السنة هي :

احب قراءتها لانها :

٧ـ القصة التي لا تعجبني ابدا في كتاب القراءة العربية هذه السنة هي :

لا احب قراءتها لانها :

٨ـ هل تطالع كتب قراءة غير كتاب المدرسة ؟

اذكر اسم الكتاب او الكتب التي تحب قراءتها :

لماذا تحب قراءتها ؟

٩ـ هل تحب القصة الطويلة ام القصيرة ؟   لماذا؟

كم صفحة تفضل ان تكون القصة ؟

١٠ـ اذا اخبرك احد اصدقائك او اقاربك انه سيهديك كتابا وطلب اليك ان تختار الكتاب . فاى كتاب تختار ؟

لماذا تختار ذلك الكتاب؟

TABLE I

CONTENT ANALYSIS OF STORIES CHOSEN AS LIKED AND AS DISLIKED BY CHILDREN IN EACH OF THE NINE SCHOOLS SEPARATELY

Category 1 — LEADING CHARACTER IN THE STORY	Govt.Boys 25 stud. No.L	No.D	Govt.Boys 22 stud. No.L	No.D	Priv.Boys 28 stud. No.L	No.D	Priv.Boys 25 stud. No.L	No.D	Govt.Girls 20 stud. No.L	No.D	Govt.Girls 25 stud. No.L	No.D	Priv.Girls 23 stud. No.L	No.D	Priv.Girls 9 stud. No.L	No.D	Priv.Girls 30 stud. No.L	No.D	Total Number of expressed all Likings for story containing	Percent of all Likings for story containing	Total Number of expressed all Dislikings for story containing	Percent of Total Number of expressed all Dislikings for story containing
Authority figure	0	0	0	0	0	14	2	20	4	5	0	9	0	0	1	2	10	2	51	16%	10	5%
Professional character and upper social classes	0	0	0	0	0	0	1	6	0	2	0	0	1	0	0	0	0	0	5	2%	6	3%
Religious character	0	5	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	5	2%	5	2%
Child figure	5	4	22	14	0	1	3	0	9	5	3	9	8	1	5	2	10	4	65	20%	40	18%
Family character	1	0	2	0	0	0	1	0	1	0	0	0	3	0	0	0	0	0	12	4%	2	1%
Simple character and lower social classes	6	3	4	0	20	11	5	2	9	7	4	3	6	4	4	0	8	2	66	21%	32	14%
Humorous character	0	0	0	0	1	0	0	0	0	1	0	0	3	0	0	0	1	0	9	3%	0	0
People of other lands	0	0	0	0	0	1	0	0	0	5	1	0	0	7	0	0	0	0	1	.3%	13	6%
Animals	24	18	9	4	2	7	4	8	11	13	25	24	10	9	0	7	10	11	95	30%	101	46%
Other	0	5	1	1	1	0	0	2	1	0	0	0	2	1	0	0	2	3	14	4%	15	7%
	36	35	38	20	38	29	38	14	38	30	43	39	35	25	11	10	42	22	319	100	224	100

* Key: No. L. = Number of expressed Likings for story containing
  No. D. = Number of expressed Dislikings for story containing

TABLE II

CONTENT ANALYSIS OF STORIES CHOSEN AS LIKED AND AS DISLIKED BY CHILDREN IN EACH OF THE NINE SCHOOLS SEPARATELY

Category 2 — LEADING ACTION OR MAIN CONTENT IN THE STORY	Govt.Boys 25 stud. No.L	No.D	Govt.Boys 22 stud. No.L	No.D	Priv.Boys 28 stud. No.L	No.D	Priv.Boys 25 stud. No.L	No.D	Govt.Girls 20 stud. No.L	No.D	Govt.Girls 25 stud. No.L	No.D	Priv.Girls 23 stud. No.L	No.D	Priv.Girls 9 stud. No.L	No.D	Priv.Girls 30 stud. No.L	No.D	Total Number of expressed all Likings for story containing	Percent of expressed all Likings for story containing	Total Number of expressed all Dislikings for story containing	Percent of expressed all Dislikings for story containing
Travel	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	1	0	1	2	1%	4	1%
Adventure	0	6	6	4	2	0	1	0	0	0	1	0	0	1	0	0	0	1	14	3%	10	3%
Cruelties, tortue, war	0	0	0	5	0	3	0	0	1	1	1	1	0	0	0	0	0	3	2	1%	16	5%
Dispute and fighting	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0%	5	2%
Competition	5	1	1	1	1	0	0	1	0	0	0	0	0	0	0	2	1	0	9	2%	10	3%
Home life and family relations	1	0	4	2	0	1	1	0	6	0	1	5	4	3	3	0	1	2	20	5%	9	3%
School life	2	0	6	2	0	0	0	1	1	1	0	1	0	0	3	0	8	2	21	5%	7	2%
Sports and out-door activities	0	0	2	0	3	0	2	0	1	0	0	0	1	0	0	0	3	3	12	3%	3	1%
Farm, life, simple, contented life	0	0	0	3	0	1	1	2	4	0	2	0	0	0	3	0	3	0	16	4%	2	1%
Patriotic behavior	0	0	0	1	0	2	0	0	0	0	0	0	1	2	0	0	15	0	26	6%	0	0
Intelligent solution of a problem or dispute	10	1	1	0	0	3	3	2	4	0	8	0	2	0	0	0	0	1	30	7%	4	1%
Tricky behavior	4	2	2	0	0	3	6	0	1	2	0	3	1	1	4	4	1	2	10	2%	7	7%
Humor	0	0	0	1	11	0	6	0	2	0	4	0	19	1	0	0	3	0	46	11%	1	.5%
Daydreaming, imagination and superstition	2	4	0	0	7	5	0	4	0	6	0	0	1	2	0	0	0	0	16	4%	12	4%
Approved acts or behavior	5	0	6	0	2	2	4	0	6	6	1	1	1	0	0	0	3	0	28	7%	1	.3%
Disapproved acts or "	0	0	0	0	0	6	0	2	0	0	0	2	0	1	0	0	2	2	3	1%	14	5%
Description, knowledge and information-giving	2	7	7	7	9	14	15	6	23	15	6	15	15	10	6	5	29	17	108	26%	95	31%
Animals — life, characteristics, habits, etc.	15	13	5	8	2	0	4	8	4	7	16	17	2	3	0	2	7	16	58	14%	83	27%
Other	0	0	1	1	0	0	1	1	0	0	1	2	1	1	0	1	0	0	3	1%	6	2%
	46	35	40	25	51	45	49	23	44	43	55	42	45	30	16	15	78	46	424	100	304	100

Key: No. L. = Number of expressed Likings for story containing
No. D. = Number of expressed Dislikings for story containing

TABLE III

CONTENT ANALYSIS OF STORIES CHOSEN AS LIKED AND AS DISLIKED BY CHILDREN IN EACH OF THE NINE SCHOOLS SEPARATELY

Category 3 POSITIVE THEMES	Govt.Boys 25 stud.		Govt.Boys 22 stud.		Priv.Boys 28 stud.		Priv.Boys 25 stud.		Govt.Girls 20 stud.		Govt.Girls 23 stud.		Priv.Girls 9 stud.		Priv.Girls 50 stud.		Total Number of expressed likings for story containing	Total Number of expressed Dislikings for story containing	Percent of all likings for story containing	Percent of all Dislikings for story containing
	No.* L	No. D	No. L	No. D	No. L	No. D	No. L	No. D	No. L	No. D	No. L	No. D	No. L	No. D	No. L	No. D	No. L	No. D		
Humanitarian - good social relations	9	1	18	1	9	2	19	4	19	1	16	1	18	0	28	1	140	11	39%	16%
Approved personal characteristics	19	5	11	1	21	4	9	1	14	3	14	0	6	1	19	5	118	20	33%	29%
Religious behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5	0	1%	0
Appreciation and knowledge	7	3	10	0	4	8	8	0	12	14	15	6	3	0	26	5	91	37	26%	53%
Other	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	3%
	35	9	40	4	34	14	36	5	44	18	45	7	28	1	76	11	354	70	100	100

* Key: No. L. = Number of expressed likings for story containing
No. D. = Number of expressed Dislikings for story containing

TABLE IV

CONTENT ANALYSIS OF STORIES CHOSEN AS LIKED AND AS DISLIKED BY CHILDREN IN EACH OF THE NINE SCHOOLS SEPARATELY

Category 4

NEGATIVE THEMES	Govt.Boys 25 stud.		Govt.Boys 22 stud.		Priv.Boys 28 stud.		Priv.Boys 25 stud.		Govt.Girls 20 stud.		Govt.Girls 25 stud.		Priv.Girls 23 stud.		Priv.Girls 9 stud.		Priv.Girls 30 stud.		Total Number of expressed likings for story containing	Percent of all Likings for story containing	Total Number of expressed Dislikings for story containing	Percent of all Dislikings for story containing
	No.* L	No. D	No. L	No. D	No. L	No. D	No. L	No. D	No. L	No. D	No. L	No. D	No. L	No. D	No. L	No. D	No. L	No. D				
Disapproved social behavior	9	1	2	7	0	4	2	6	6	5	1	7	0	4	2	4	1	13	21	30%	47	23%
Undesirable personal characteristics	11	13	6	14	4	16	7	14	8	14	5	20	3	18	0	2	8	14	45	63%	120	59%
Other	0	9	1	2	2	3	0	0	0	5	0	6	0	4	2	2	0	7	5	7%	38	19%
	20	23	9	23	6	23	0	9	9	14	24	6	33	3	26	4	10	9	34	71	100	205	100

* Key: No. L. = Number of expressed likings for story containing
No. D. = Number of expressed Dislikings for story containing

APPENDIX E

TABLE I

CONTENT ANALYSIS OF STORIES IN EACH OF THE NINE READERS SEPARATELY

Category 1

LEADING CHARACTER IN THE STORY

	al-Minhal 35 stories	al-Mushawwek 47 stories	al-Qira'ah al-Mussawwarah 53 stories	Hada'ek al-Qira'ah 48 stories	al-Jadid fi al-Qira'ah 46 stories	al-Qira'ah as-Sahiha 55 stories	al-Qira'ah al-Mufidah 55 stories	al-Muruj - part 3 46 stories	al-Muruj - part 5 49 stories	Total Frequency in nine readers of story containing	Percent of all stories in readers containing
Authority figure	2	0	6	0	7	9	2	0	1	27	9%
Professional character and upper social classes	0	3	0	0	2	0	1	0	2	8	3%
Religious character	5	4	0	0	0	0	1	0	1	11	4%
Child figure	6	3	6	6	4	2	17	9	0	53	17%
Family character	0	3	3	2	2	1	4	0	2	17	5%
Simple character and lower social classes	8	4	9	4	5	10	5	4	16	65	21%
Humorous character	1	0	0	0	1	0	1	1	0	4	1%
People of other lands	0	0	0	0	1	1	4	0	0	6	2%
Animals	2	15	9	22	12	8	11	17	9	105	34%
Other	2	2	0	1	1	3	1	1	3	14	3%
	26	34	33	35	35	34	47	32	34	310	100

TABLE II

CONTENT ANALYSIS OF STORIES IN EACH OF THE NINE READERS SEPARATELY

Category 2

LEADING ACTION OR MAIN CONTENT

	al-Minhal 35 stories	al-Mushawwek 47 stories	al-Qira'ah al-Mussawwarah 53 stories	Hada'ek al-Qira'ah 48 stories	al-Jadid fi al-Qira'ah 46 stories	al-Qira'ah as-Sahiha 35 stories	al-Qira'ah al-Mufidah 55 stories	al-Muruj – part 3 46 stories	al-Muruj – part 5 49 stories	Total Frequency in nine readers of story containing	Percent of all stories in readers containing
Travel	0	1	0	1	0	0	1	0	1	4	1%
Adventure	2	4	3	5	2	3	2	1	2	23	6%
Cruelties, torture, war	0	3	4	2	1	1	0	1	3	15	4%
Dispute, fighting	0	1	0	0	1	0	0	0	6	7	2%
Competition	0	1	1	0	1	0	0	1	0	4	1%
Home life and family relations	2	4	3	0	5	1	7	0	2	24	6%
School life	1	1	2	1	1	1	4	2	0	13	3%
Sports and out-door activities	0	0	1	0	0	3	3	0	1	8	2%
Farm life, simple, contented life	2	3	2	1	2	0	0	0	1	24	6%
Patriotic behavior	0	2	0	1	3	0	2	2	4	9	2%
Intelligent solution of a problem or dispute	1	1	3	1	1	3	2	1	3	16	4%
Tricky behavior	3	1	2	2	1	3	2	4	2	20	5%
Humor	1	0	0	2	2	3	1	0	0	10	2%
Daydreaming, imagination and superstition	3	0	1	0	1	4	0	1	1	13	3%
Approved acts or behavior	6	5	1	0	5	1	2	1	3	22	5%
Disapproved acts or behavior	1	0	1	0	1	0	0	5	0	8	2%
Description, knowledge and information-giving	11	9	16	11	10	10	20	13	12	112	27%
Animals – life, characteristics, habits, etc.	0	12	4	18	6	4	8	10	4	66	16%
Other	2	1	4	0	2	0	1	3	3	16	4%
	35	47	53	48	46	35	55	46	49	414	100

TABLE III

CONTENT ANALYSIS OF STORIES IN EACH OF THE NINE READERS SEPARATELY

Category 3 POSITIVE THEMES	al-Minhal 35 stories	al-Mushawwek 47 stories	al-Qira'ah al-Mussawwarah 53 stories	Hada'ek al-Qira'ah 48 stories	al-Jadid fi al-Qira'ah 46 stories	al-Qira'ah as-Sahiha 35 stories	al-Qira'ah al-Mufidah 55 stories	al-Muruj - par 3 46 stories	al-Muruj - part 5 49 stories	Total Frequency in all nine readers of story containing	Percent of all stories in readers containing
Humanitarian - good social relations	3	11	11	3	15	7	11	10	9	80	26%
Approved personal characteristics	2	9	15	11	6	11	6	10	6	76	24%
Religious behavior	8	3	1	0	0	0	0	0	2	14	4%
Appreciation and knowledge	11	18	19	19	9	8	26	11	21	142	45%
Other	1	0	0	1	0	0	0	0	0	2	1%
	25	41	46	34	30	26	43	31	38	314	100

TABLE IV

CONTENT ANALYSIS OF STORIES IN EACH OF THE NINE READERS SEPARATELY

Category 4 NEGATIVE THEMES	al-Minhal 35 stories	al-Mushawwek 47 stories	al-Qira'ah al-Mussawwarah 53 stories	Hada'ek al-Qira'ah 48 stories	al-Jadid fi al-Qira'ah 46 stories	al-Qira'ah as-Sahiha 35 stories	al-Qira'ah al-Mufidah 55 stories	al-Muruj - part 3 46 stories	al-Muruj - part 5 49 stories	Total Frequency in nine readers of story containing	Percent of all stories in readers containing
Disapproved social behavior	1	4	4	4	2	1	6	1	3	26	15%
Undesirable personal characteristics	8	8	16	8	15	7	8	14	15	99	69%
Other	2	4	2	1	1	2	1	0	4	17	12%
	11	16	22	13	18	10	15	15	22	142	100

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